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ABSTRACT

This book contains the texts of a number of presentations from the 1999 NATCON conferences. These papers are: (1) "A Book of Surprises: Games, Stories, and Magic for Career Practitioners" (E. Sylvester); (2) "Academic and Career Choices for Lesbian and Gay Young Adults" (M. Schneider and J. McCurdy-Myers); (3)"Adolescent Values Development: Radiohead Meets Gerard Artaud" (W. G. Darou and Y. Roy); (4) "A Synergistic Model of Organizational Career Development" (K. Bernes and K. Magnusson); (5) "Building Potential: Solutions to Chaos" (B. Freeman); (6) "Career Development and Multiple Intelligences" (C. Morris); (7) "Career Development for Young Adults in Rural Areas" (B. Shepard and A. Marshall); (8) "Career Development in Today's Organizations" (K. Copithorne); (9) "Career Paths and Organizational Development: Expanding Alliances" (K. Bernes and K. Magnusson); (10) "Career Practitioners and the Net: Counselling, Consulting, or Consternation" (K. Kerford); (11) "Career Self-Management in the New World of Work" (D. I. Riddle); (12) "Career Work, Secondary Education, and School Models" (A. Oomen); (13) "Carriere et Personnalite: Deux Concepts Li-s?" (M. Gingras and L. East); (14) "Cross-cultural Transitions and Career Development: Thrills, Spills, and Skills!" (N. Arthur); (15) "Etude Comparative des Conflits Travail-famille entre Conjoints" (L. Lachance and B. Tetreau); (16) "Fostering a Profession: Canadian Standards and Guidelines for Career Development" (B. Hiebert, B. MacCallum, N. Galarneau, L. Bezanson, M. Cawley, S. Crozier, C. DeSchiffart, G. Johnston, V. Mason, J. Stewart, and V. Ward); (17) Happiness and Work (Selection)" (M. Kingwell); (18) "Humour: The Missing Link in the Chain of Command" (L. LeBrun); (19) "Le Prix D'entree dans le Monde Intellectuel (M. Maranda, C. Leclerc, L. Bedard, M. Lapie, and H. Hamel); (20) "Pathways to Personal Power" (L. LeBrun); (21) "Positions Socioprofessionnelles des Jeunes Adultes" (B. Bourassa and G. Fournier); (22)

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"The Career Self-Concept: From Theory to Practice" (A. J. O'Shea); (23) "The Importance of Body Language in Your Life" (C. McCarty); (24) "The Role of Hope in Career Counselling" (A. Stechynsky); and (25) "Transition to a Career in the Arts: Lessons for Everyone" (A. Lodzinski). (MKA)

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NATCON PAPERS

1999

LES ACTES DU CONAT

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25th National Consultation on Career Development (NATCON)

25e Colloque national touchant le développement de carrière (CONAT)

NATCON PAPERS

1999

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25th National Consultation on Career Development (NATCON)

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Foreword

(En français à la page ix)

The 1999 NATCON saw the largest number of delegates ever in attendance, an indication of the increasing importance of NATCON as a national professional-development forum. Evaluations of the 153 sessions were excellent, and we are fortunate to have the texts of a number of the presentations included in the NATCON Papers 1999 Les actes du CONAT. *The papers capture the essence of the presentations and share it with delegates, as well as colleagues who were unable to attend.*

NATCON Papers 1999 Les actes du CONAT *is distributed to all delegates who attended NATCON 1999, and will join previous volumes on the shelves of career and employment counsellors across the country, as well as the National Library of Canada.*

I would like to take this opportunity on behalf of all of us to thank my University of Toronto colleagues Lou Hawkes, Hélène Suzin, and Angela Sidoriak for their excellent administrative and program work. They, along with all the presenters, make NATCON one of the finest career development conferences in the world.

NATCON 2000 will be here before we know it, and we look forward to your joining us in Ottawa, 24–26 January 2000. When you receive your information in the fall, please share it with your colleagues. Encourage them to join you at the 26th NATCON for what promises to be another excellent conference.

Marilyn Van Norman
Director, Student Services and the Career Centre
University of Toronto

NATCON is co-sponsored by The Counselling Foundation of Canada, Human Resources Development Canada, and the University of Toronto, Career Centre.

Avant-propos

(In English on page vii)

Le CONAT de 1999 a attiré un nombre record de participants, ce qui traduit bien l'importance croissante que le colloque prend en tant que tribune nationale de perfectionnement professionnel. Le sondage d'opinion nous indique que les 153 ateliers ont été très appréciés. Vous trouverez d'ailleurs le texte de plusieurs de ces présentations dans le présent ouvrage. Son contenu reflète bien la nature du colloque et, par le fait même, le communique aux participants et à nos collègues qui n'ont pas pu y assister.

Le livre NATCON Papers 1999 Les actes du CONAT *est distribué à tous les participants du CONAT 1999. Il se retrouvera avec les autres volumes publiés précédemment sur les rayons des bibliothèques des conseillers en orientation professionnelle et en emploi des quatre coins du pays. Il sera également déposé à la Bibliothèque nationale du Canada.*

J'aimerais profiter de cette occasion pour remercier, en votre nom, mes collègues Lou Hawkes, Hélène Suzin et Angela Sidoriak de la University of Toronto. Grâce à leur solide travail d'administration et d'organisation et à l'excellente qualité des exposés, le CONAT est devenu l'un des colloques en développement de carrière les plus renommés aux monde.

Le 26e CONAT arrive déjà à grands pas et le programme promet d'être des plus intéressants. Nous espérons que vous serez des nôtres du 24 au 26 janvier 2000, à Ottawa. Vous recevrez le programme provisoire du colloque à l'automne. Faites-en part à vos collègues et invitez-les à se joindre à vous.

Marilyn Van Norman
Directrice, Student Services et Career Centre
University of Toronto

Le CONAT est parrainé conjointement par The Counselling Foundation of Canada, Développement des ressources humaines Canada et le Career Centre de la University of Toronto.

A Book of Surprises: Games, Stories, and Magic for Career Practitioners

Emily Sylvester
Sylvester Consulting • Sexsmith, Alberta, Canada

A Book of Surprises: Games, Stories, and Magic for Career Practitioners *has over fifty exercises and can be ordered from lrdg@compusmart.ab.ca*

A BOOK OF SURPRISES: GAMES, STORIES, AND MAGIC FOR CAREER PRACTITIONERS

Some of the clearest insights we have and remember are discovered in times of play and laughter. There are three excellent reasons to use games, stories, and simple sleights of hand to introduce serious career and employment subjects to our clients. The first is that these techniques help set up an "aha!" experience for our clients so that they are more likely to realize and "own" their learning. The second is that we are more likely to remember what we enjoy. The third is that it is fun, and why not share some fun in what we are doing?

The following are three excerpts from *A Book of Surprises: Games, Stories, and Magic for Career Practitioners*. They can be used to introduce or summarize sessions on self-awareness, self-esteem, critical thinking, and encouragement.

I DON'T THINK THERE'S A DIFFERENCE. DO YOU THINK...?

I have used this as an icebreaker for critical thinking for years, and just recently added a component on self-esteem. It works with students and adults.

Materials

You will need two cans of pop—one diet and one regular. They should both be from the same brand. You also need a tall bucket of cold water. The bucket should be at least thirty centimetres deep; an ice cream bucket is too shallow.

Instructions

Split your group into two parts. You can do this by dividing the room into two parts, or by people who have birthdays in the first half of the year and people who have birthdays in the second, or by persons who prefer cats to dogs and vice-versa.

Ask people in one group to think of all the possible reasons why regular pop would be lighter than diet pop. You are going to give them a few minutes to think before you ask for their answers. Logical reasons, but also frivolous reasons, are acceptable. For example, you would accept the reasoning that since regular pop has less carbonation in it, a lighter weight of can is made to contain it.

Ask the second group to work on the same assignment, but they are to think of all the possible reasons why diet pop is lighter. You will accept the reasoning that diet pop cans are painted a lighter colour and therefore weigh less, etc.

Give your participants a couple of minutes to think, then ask for one volunteer from each group to come to the front. Give each volunteer a can of the pop they have been thinking about—regular or diet. Ask one to go first. Give her one minute for her group to shout out as many reasons as possible that their pop is the lighter one. The volunteer doesn't need to write these down, or even judge good reasons from bad—just count them.

Give the same amount of time for your second group to brainstorm reasons that their pop is the lighter one. Encourage noisy responses. When both groups have had their say, ask participants what they really believe. How many think that the regular pop is the lighter one? How many think the diet one is? How many think that they both weigh the same? Most people will answer the third option.

There is only one way to find out! Have your volunteers put their cans of pop in the bucket of cold water and tell you what they see. One floats but the other sinks. (Try it yourself and see which one does which. Remember that when you add sugar to water in a recipe, the sugar goes into solution. It adds weight but minimal volume to the water.)

Point out that the world is still full of surprises. Most of us thought both pops would weigh the same. Ask your participants to brainstorm beliefs on the subject of your workshop. For instance, if you are leading a session on work-search, they could brainstorm: "There aren't any jobs out there," "Employers read résumés," or "I can get a job with my computer training." Give them time to brainstorm up to twenty beliefs.

Ask your participants which of these beliefs lift them up, and which pull them down. Ask them to draw their own buckets of water with a floating can of pop near the surface. Inside their drawings of the pop, have them write three ideas that would help raise themselves up whenever they think on the subject of your session. Finally, ask them to remind themselves of these beliefs every time they see a pop in their fridge, on a commercial—wherever. Every time they do, they will lift themselves up. It's the *real thing!*

HEADS UP

This exercise introduces the importance of recognizing our unique qualities, sources of pride, interests, and skills. Too many of us take our own qualities for granted and discount them when it is time to make career choices or look for work opportunities. I have used this exercise in groups, but I think it would work with individuals or cooperative pairs, too.

Instructions

Begin by saying, "This exercise looks at something we are already thoroughly familiar with. Draw yourself a circle, about ten centimetres across. Inside your circle, draw the tails side of a Canadian quarter. Draw it with as much detail and accuracy as you can without looking at the change in your wallet. Try to draw the details in the right proportion and place." Give your group a few minutes, then ask them to look through their change and find a quarter to compare with their drawings. Ask what they remembered. What did they forget?

Continue: "Here's my point. We have been handling quarters almost every day of our lives. We are very familiar with them! Yet, we all missed details because we take them for granted. There is something else we take for granted, and it costs us more than these handfuls of change. We take ourselves for granted. We are too familiar with ourselves. We no longer see ourselves and all our strengths. We end up overlooking our gifts, what we enjoy the most, what makes us unique. And that gets in the way when we are trying to make career decisions or market ourselves for work opportunities. We are tongue-tied about the areas where we excel!

"Let's spend some time exploring our own qualities"—interests, skills, value, or whatever you are using this exercise to introduce—"so we describe our qualities more accurately than we describe the change in our pockets."

WE COULD ALL DO WITH A LITTLE ENCOURAGE*MINT*

I use encourage*mints* at the beginning, during, and at the end of group sessions. I have used them to introduce subjects, to get people back on topic after a break, or to sum up a session at the end. I usually have some left over, and keep them in a paper bag in my office to offer to individual clients as well.

Materials
A bag of peppermints and several *encouraging* sayings, or sayings relevant to your topic. One kilogram of mints will make over 250 encourage*mints*.

Preparation
Make a grid of eight equal boxes to fill a page. Type a message of encourage*mint* into each of the boxes. Photocopy as many pages as you need. I like to use a variety of pastel-coloured paper. Cut the boxes apart to make eight pieces of paper from each page. Wrap each mint in one of the pieces of paper, and find a bowl or paper bag for your encourage*mints*.

Instructions
When you want to use your encourage*mints* in a group or individual session, invite your participants to choose a mint and to read the inscription aloud. Ask them what it means to them, and add your own details to make your point.

SAMPLE OF ENCOURAGE*MINT*

I have provided sample encourage*mint* sayings with this article, but make sure to customize for your group and topic.

Figure 1 Sample of Encourage*mint*

Be yourself. Who else is better qualified?
—Anon.

You are not totally, completely, and irrevocably responsible for everything. That's my job.
—Love, God

Plan ahead. It wasn't raining when Noah built the ark.
—Richard Cushing

Not everything that counts, can be counted; not everything that can be counted, counts.
—Albert Einstein

We are all made of star stuff.
—Carl Sagan

You can't steal second base with one foot on first.
—Anon.

Academic and Career Choices for Lesbian and Gay Young Adults

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ACADEMIC AND CAREER CHOICES FOR LESBIAN AND GAY YOUNG ADULTS

Over the past few decades, gay and lesbian people have become increasingly visible. Their visibility has resulted in a growing awareness, particularly among counselling professionals, of the impact on an individual of being lesbian or gay. The influence of sexual orientation on academic and career choices is an area that has received notice only recently.

One possible reason for the relative inattention to this topic is that the workplace is not usually associated with sexuality. Yet, it is sexualized in unseen ways. For example, employees discuss their spouses and partners, display family photos, and may have office parties to which spouses and partners are invited. These allusions to heterosexuality are usually invisible, because heterosexuality is taken for granted. However, they are intensely visible to gay and lesbian employees who may feel unsafe revealing their own orientation in direct or indirect ways.

Increasingly the impact of a gay or lesbian sexual orientation is being recognized as a work-related issue. In this paper we will explore the ways in which being gay or lesbian may influence academic and career choices for young adults and make some practical suggestions for counsellors working with this population. Our observations are based on interviews with over thirty gay and lesbian undergraduates at two universities in Ontario.

SEXUAL ORIENTATION, PSYCHOSOCIAL DEVELOPMENT, AND STIGMATIZATION

The development of a gay or lesbian identity is called the coming-out process. For the purpose of this discussion there are four important aspects of this process of which to be aware:

1. Coming out is a developmental process in which individuals (a) move from assuming that they are heterosexual to the realization that they are gay or lesbian, (b) change from feeling negative to feeling positive about being gay or lesbian, and (c) determine what it means to them to be gay or lesbian, and integrate that meaning into their lives. This process often engenders fear, confusion, and isolation and consumes a tremendous amount of time and energy. Consequently, gay and lesbian young people frequently go through a period when their school performance suffers, or when they leave school for some time, often because of harassment (Monahan 1997). They may delay career decisions

because of their generally confused state (Boatwright et al. 1996) and catch up later. This may involve, for example, taking extra courses to ensure that their grade point average accurately reflects their ability.

2. Gay and lesbian people frequently experience verbal harassment, physical violence, and other forms of discrimination, and the possibility is always imminent. Evaluating situations for their level of safety—both physical and psychological—becomes second nature. Avoiding discrimination plays a part in many decisions, both consciously and unconsciously.

3. Because gay and lesbian people look like everyone else (in spite of the stereotypes), they have the option to hide their sexual orientation. However, doing so, particularly over a long period of time, is extremely stressful. Heterosexual readers are encouraged to think about the constant stress of never mentioning their spouse or partner, of never talking about anniversaries or other special occasions they celebrate with partners and spouses, and of refraining from wearing a wedding ring, never having family photos on their desk, or never being able to invite acquaintances from work to their one-bedroom apartment that they share with their partner. Remaining closeted is stressful and takes its toll psychologically and physically (Brooks 1981). So, while hiding is possible, the question is: Is it realistic to expect that an individual will be able to remain closeted in the workplace over a long period of time (depending, of course, on the nature of the work)? This raises two important issues for those who are planning their career. First, how will they manage their gay or lesbian identity in the workplace? Second, on what bases can individuals make a realistic assessment of the consequences of being openly gay or lesbian in a particular career or in a particular workplace?

4. The stigmatization of homosexuality and the concomitant risk of discrimination is a constant factor in the lives of gay and lesbian people. Consequently, like members of other minority groups, it is particularly important for gay and lesbian people to have role models, peers like themselves, and to have access to a supportive community. However, the degree of need for this kind of support, particularly in the workplace, will vary from person to person. Therefore, it is important to assess each individual's level of need and to plan how it can be met effectively and safely.

WHAT LESBIAN AND GAY YOUNG ADULTS SAY ABOUT THEIR ACADEMIC AND CAREER DECISIONS

There is very little empirical research on vocational issues faced by gay and lesbian individuals, although there is considerable commentary. The questions about sexual orientation centre upon four issues.

1. Stereotypes
   Do stereotypical images of the gender-atypical gay or lesbian individual have an influence either by (a) limiting the perceived career choices of lesbian or gay individuals, or (b) channelling the career choices of those who happen to be gender-atypical (Chung and Harmon 1994)?

2. Homophobia and heterosexism
   To what extent do gay and lesbian individuals assess the climate of acceptance and discrimination in potential careers and factor that assessment into their choices (Lonborg and Phillips 1996)? Alternatively, to what extent do gay and lesbian individuals filter their perceived options for careers before they even begin decision-making, thereby avoiding conflict, confusion, or indecision? Do they limit themselves by developing an *opportunity structure* that is a *subjective perception of which occupational choices may be obtainable options* (Morgan and Brown 1991: 281)?

3. Coming out
   To what extent do the tasks and challenges of coming out interact or interfere with making decisions about careers? For example, gay or lesbian people often report that when they first became aware of their sexual orientation they felt generally bad about themselves. How might this influence career plans? For example, individuals with low self-esteem will not be able to explore with confidence all their possibilities or aim high enough to achieve goals that they can reach. They may also lack the wherewithal to seek out the resources and contacts that will assist them in accurately assessing how to deal with the sexual orientation issue in their career.

4. Multiple identities
   To what extent do the challenges of a gay or lesbian identity interact with other identities, based on race, gender, or ethnicity, which have similarly been associated with systematic discrimination (Croteau and Bieschke 1996)?

These issues, and others, will be explored below as we describe what our research participants said about their sexual orientation and their academic and career choices. The implications for counselling will be examined.

Overall influence of sexual orientation

The influence of a gay or lesbian sexual orientation is complex and contradictory. Most often, our participants began by saying that their sexual orientation had little influence on their career pathways, although, at the same time, they recognized the possibility of facing discrimination in the workplace if they were open about their sexual orientation. However, once they began to explore the issue during the course of the interview, they described a variety of significant influences. For example, many participants stated initially that their sexual orientation was not a factor in their choice of university. Yet, when this issue was explored, they stated that they had made their final choice (everything else being equal) based on whether the university was in a large urban centre with a vibrant gay and lesbian community or was reputed to be gay and lesbian positive. This example demonstrates the importance of not taking at face value a client's belief that his or her sexual orientation has no effect on career or academic choices. Counsellors are advised to explore the impact of sexual orientation in a respectful way, even if a client is sure that it is irrelevant.

Anticipating discrimination

Most respondents thought that remaining closeted in the workplace would be out of the question. Even if they started out closeted, their wish to be authentic, combined with the stress of maintaining a heterosexual façade, would entail coming out eventually. Consequently, they were faced with the task of realistically evaluating the impact of their sexual orientation on being able to get and keep a job, be promoted, and generally fit into the workplace.

These were particularly critical issues for those who wanted to pursue careers in traditionally conservative areas. For example, corporate law was likely to be viewed as being inhospitable to gay men and lesbians not only because of its conservatism but also because socializing with spouses and partners is considered to be part of the corporate culture. Regardless of whether or not these characterizations are accurate, respondents believed them to be true, and made their plans accordingly. This points to the necessity for a realistic assessment, based on facts, of the workplace environment. Counsellors can be helpful in making contacts within various careers in order to gather relevant information.

Influence of coming out

The meaning of one's sexual orientation changes as the individual moves through the coming-out process. This can be expected, in turn, to modify one's assessment of the ways in which careers will be influenced. For example, those who have been out longer may have had more opportunity to assess the likelihood of encountering discrimination. Alternatively, they may have unconsciously limited their opportunity structure and eliminated career paths that they thought were out of the question. In order to avoid the possibility that clients would foreclose on viable career options, counsellors need to take into account that their clients may perceive their options differently as they move through the coming-out process.

Sexual orientation in context

The interviews revealed a complex belief system about where gay and lesbian people will and will not be accepted. For example, careers that were associated with conservative values tended to be viewed as inhospitable. Small towns also tended to be viewed as inhospitable. However, these assumptions need to be critically analyzed, especially because personal preferences tend to affect an individual's willingness to accept these assumptions. For example, the people who were most likely to dismiss the possibility of going to a small town university were those who had expressed no interest in living in a small town in any event, while those who thought that they might want to live outside of an urban area believed that they would find a way to do so. In other words, when individuals express beliefs about the constraints of being gay or lesbian, these need to be explored in the context of their personal preferences.

An exercise for the counsellor is to consider how the client would make career and academic choices if he or she were heterosexual. Then put sexual orientation back into the equation in order to assess its impact. This strategy might provide some insight for the counsellor who is helping clients become clear about how they are making their decisions.

Multiple identities

Gay and lesbian people who belong to other minority groups have multiple identities that, in combination, have an impact on their career plans. Therefore, it is important to explore how visible minorities—women, or people with disabilities, for example—view the combined effect of their multiple minority statuses. For example, a black gay young man in our study dropped out of law school because he realized that he would be in considerable debt upon graduation.

Since he knew several black, gay, unemployed law school graduates, he surmised that, with the double disadvantage of being black and gay, it was unlikely that he would find employment and be able to get out of debt in a reasonable amount of time. While this might seem like an extreme solution to his dilemma, the example does illustrate the way in which individuals experience their multiple identities. The challenge for the counsellor is to avoid focusing on only one issue or identity, and to understand the ways in which these identities interact.

Balancing liabilities and strengths

There is a tendency to focus on the liabilities of being gay or lesbian, when, in fact, there are a number of strengths to draw upon.

1. For some individuals, the stressful experience of hiding results in a strong motivation to remain authentic. They want to be able to be themselves, to choose a career path that fits with who they are, not who they are expected to be. This can often lend considerable clarity to career-related decisions.

2. In coming to terms with stigmatization and harassment, a strong sense of self can often develop, along with the skills to deal with harassment. As one respondent noted, being harassed by classmates taught him to think quickly.

3. The experiences of oppression and discrimination help some people develop empathy for other stigmatized groups. For example, one young woman studying social work felt that it had helped her hone her capacity for understanding the experiences of other minority groups.

4. Openly gay and lesbian professionals may be needed and sought after in professions in which diversity is valued. For example, a lesbian of colour was encouraged to study social work precisely because there were so few black lesbians in the area. One might wonder, for example, how the law student in the previous example might have proceeded if he had considered ways of building a career in law from the unique position of being black and gay.

5. Career interests can be used as a means to express and explore sexual orientation issues. For those who view their career as a way of exploring issues that have personal meaning to them, being gay or lesbian opens up many unique possibilities; for example, working within visible gay and lesbian communities, working in

the area of human rights, being artistically creative in a way that is tied to gay and lesbian culture, and so on.

These examples illustrate that a counsellor would be doing a client a disservice by focusing exclusively on the liabilities of being gay or lesbian.

DECISION MAKING

In order to realize one's career aspirations, yet avoid discrimination and harassment, clients need to assess a number of issues:

1. How *out* do the clients want to be or need to be? Will they be able to cope with being closeted if necessary? In what ways can they prepare for the level of openness that they plan to maintain?

2. Are there aspects of their academic or work experience that might identify them as gay or lesbian; for example, courses, or paid or volunteer work with gay and lesbian organizations? Do they want to include these on their résumé or create different résumés for different circumstances?

3. What is the climate for gay and lesbian people within their chosen career? Is this assessment based on hearsay, or is there reliable information from people practising within the profession? Is there a way to contact some gay and lesbian people within the profession for a reality check?

4. Will a prospective job involve social situations or expectations that may inadvertently lead to disclosures about one's personal life. For example, will there be an expectation to attend social functions that spouses or families are expected to attend? Some work relationships, such as mentoring programs, involve a close working relationship in which silence about one's personal life would be regarded as a lack of commitment to the process. How will these and similar situations be handled?

These are among the questions that gay and lesbian clients must consider. Career counsellors are encouraged to explore the role that they can play in developing resources for decision making by (a) networking with gay and lesbian professionals in the various fields, (b) identifying and networking with gay/lesbian-positive employers, (c) establishing a non-discrimination policy for employers

who recruit at their career centre, (d) educating employers about the importance of non-discrimination, and (e) legitimizing equitable treatment for gay and lesbian employees.

ACCESSIBILITY

The final role of the counsellor is to make gay or lesbian clients feel welcome and at ease to disclose their sexual orientation if they wish to do so, and if they feel it is relevant. The following are some of the strategies for developing a receptive environment (Ferren 1997).

1. Have visible evidence in your waiting room and office that the service is inclusive. This includes magazines, pamphlets, and posters that include the words *gay* or *lesbian,* as well as *safe space* symbols and signs. Post your non-discrimination policy, which should include sexual orientation.

2. Do not assume that clients are heterosexual, and avoid terms such as *husband, girlfriend,* and *married* in your conversation and on intake forms that convey this assumption to clients.

3. Seek out professional development opportunities for yourself and your co-workers about the issues faced by gay and lesbian people. (An electronic discussion group on this topic is being planned and will be found at www.contactpoint.ca).

4. Be proactive. Do outreach within the gay and lesbian communities. Make it known that you welcome and are prepared to serve gay and lesbian clients.

5. Try to recruit gay and lesbian employees as part of diversifying your workplace.

CONCLUSION

Addressing the unique issues for gay and lesbian clients is one more facet of making a career counselling service inclusive. Putting these strategies into place not only enhances counsellors' abilities to meet the needs of their clients, but also increases their sensitivity to the diversities that clients bring to the counselling setting.

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Adolescent Values Development: Radiohead Meets Gérard Artaud

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ADOLESCENT VALUES DEVELOPMENT: RADIOHEAD MEETS GÉRARD ARTAUD

Gérard Artaud, a retired professor of education at the University of Ottawa, has built a theory of how adolescents develop their values. The theory is a humanist one and is valuable because it is particularly explicative. It has not been published in English.

Artaud's theory of identity development and values is based on an earlier theory by Marcia (1966). The stages can be described as follows. A major task of development towards adult identity is to determine one's own values. Children begin the process without experiencing any identity crisis, and they have not yet developed a set of moral standards of their own. At the age of twelve to fourteen, adolescents begin a stage of dissonance where they begin to question their current values. At this stage, they search out reference points. They do not know what their own values are, but they know that they do not agree with their parents' values. They are oppositional and skilled at criticizing everything.

At sixteen or seventeen, they enter the moratorium stage. Adolescents begin to explore new models, can envision more than one unique solution to problems, try out alternative points of view, and develop empathy. At this stage, adolescents can be full of anxiety as they float through the world with no reference points. It is a dangerous stage, where they may experiment with many behaviours including drugs, violence, and self-harm. To reduce anxiety, they can use one of two maladaptive strategies. They may use foreclusion and adopt someone else's values completely. If they have been brought up in an authoritarian way, it may be their parents' values that they reject; if they have been brought up permissively, they may adopt the values of someone else ranging from a guru to skinheads. In either event, they set aside their own values and generally have a major value crisis later in life. Another strategy to deal with foreclusion is to simply refuse closure. This perpetual adolescence is called lengthened diffusion. If these two pitfalls are avoided, adolescents may begin the final stage of identity formation.

Artaud's major contribution is the discovery that stepping from the moratorium to identity is not automatic, once the ability to think abstractly has been achieved (Artaud 1985). Even if young people have the intellectual ability, they will not develop a personal set of values unless they learn to understand someone else's point of view (i.e. learn to empathize), and this will not happen unless certain basic needs such as security and self-esteem are filled. Artaud believes

that today people generally leave adolescence and complete their identity formation in their thirties!

Now, what has this got to do with Radiohead? Radiohead is rock group from Oxford, England. Their third album is *OK Computer*. The album went double platinum and was chosen Album of the Year in 1998 by both *Spin* and *Billboard* magazines. It has won two Grammies and is nominated for four MTV Music Video Awards. The album gives a good practical demonstration of Artaud's theory.

The following is a description of the songs with respect to values and identity development, described in the order that they appear on the album. Please note that the author does not mean that Radiohead's composers, Thom Yorke and Jonny Greenwood, have ever heard of Gérard Artaud or intentionally showed the development of values. However it must be noted that creative people often show great insight into the human situation, and these particular composers work intentionally from their unconscious and have put a great deal of thought into the order of the albums. Nonetheless, much of the relation between Artaud and Radiohead is probably just a fortunate coincidence.

1. Airbag

Opening pieces are generally used to establish the theme of the work. "Airbag" establishes the theme of resurrection. The singer survives an automobile accident because of an airbag. "In a deep sleep on the innocent, I am born again. In a fast German car, I'm amazed that I survived. An airbag saved my life." The song sets the stage by presenting the theme of personal change and prepares us for the rest of the album.

2. Paranoid Android

Surprisingly, the content of this song is well described by its title! Artaud's stage of dissonance is often experienced as finding everyone else's values an attack (paranoia), without yet identifying one's own values (like an android). This is shown with "When I am king, you will be the first against the wall," and "Kicking, squealing, Gucci, little piggies." The old values are no longer effective. The phrase "Rain down, come on, rain down on me from a great height" presumably represents tears. That there is still hope, is shown in the last line, "God loves his children, yeah."

3. Subterranean Homesick Alien

The title paraphrases Bob Dylan (who wrote this three years before Yorke and Greenwood were born). This song describes being

abducted by aliens. It is certainly what many parents experience when their teenagers enter the stage of dissonance. They may wish to totally adopt someone else's values to reduce anxiety as they begin to develop their own. Yorke and Greenwood write, "They'd shut me away, but I'd be all right. I'm just uptight."

4. Exit Music for a Film

This was written as the final music for the film *Romeo and Juliet.* One strategy for avoiding the stress of the moratorium stage is to physically move away from the parents. They sing, "Pack and get dressed before your father hears us, before all hell breaks loose," and, "We hope your rules and wisdom choke you." The song does have a suicidal element, which unfortunately represents a possible reality of a badly-managed moratorium.

5. Let Down

This song shows another possible consequence of using a geographical solution to problems, which invariably sets back the development of one's own values. They say, for example, "Transport, motor ways and tramlines, starting and then stopping, taking off and landing. Emptiest of feelings," and, "Disappointed, let down and hanging around, crushed like a bug on the ground." Again the song ends in hope: "And one day you'll know where you are." Greenwood describes writing this song on a train: "I find a nice kind of boredom where I find my peace, and in my subconscious, new ideas come up."

6. Karma Police

This song, with an MTV-winning video, describes the internal conflict between the superego (the Karma Police), the id ("Arrest this man,...this girl") and the ego ("For a minute there, I lost myself"). In the moratorium stage, the new identity is gradually formed by internal conflicts between the parental values (as represented by the Karma Police) and the child's values (who "talks in maths" and is "buzzing like a fridge"). The importance of "I lost myself" is underscored by the fact that it is repeated eight times, the largest number of repetitions in the album. Thom Yorke has stated that the song was meant to be funny.

7. Fitter, Happier

Karma Police is followed by a hilarious, spoken, deadpan tirade against parental values: "Fitter, happier, more productive, comfortable." This gradually breaks down to "Never flushing spiders down the plug hole,...no pouring boiling water on ants...nothing so

ridiculously teenage and desperate." It ends in "No longer empty and frantic, like a cat tied to a stick that's driven into frozen winter shit,...a pig in a cage on antibiotics." Breathtaking!

8. Electioneering

According to Greenwood, this song is about "demonstrating yourself as a personality, all for commercial gain." It begins, "I will stop at nothing, say the right things, when electioneering." It represents the rejected values of the parents, or perhaps the foreclusion stage of adopting someone else's values. It is the only song written in a hard-rock style (and apparently sounds excellent in concert); it is ironic for baby boomers that their hard rock style is used to represent the retrograde and conservative!

9. No Surprises

In comparison to the previous song, "No Surprises" is written in a light, melodic, pretty style. It discusses the consequences of reducing your anxiety by taking on someone else's values, i.e., forecluding. "A heart that is full up like a landfill, a job that slowly kills you, bruises that won't heal...I'll take the quiet life, a handshake, some carbon monoxide...Such a pretty house and such a pretty garden." It ends, "No alarms and no surprises, please," repeated four times. The difference between this song and "Fitter, Happier" is that this song shows empathy, a necessary condition for identity formation. When the author played this song at a recent conference, one of the counsellors broke into tears of despair.

10. Climbing the Walls

This song appears to concern the anxiety and internal conflicts that occur when developing one's own set of values. Here we are at total war with the Karma Police. Written in a psychedelic style, it states, "I am the key to the lock in your house, that keeps your toys in the basement," and, "Either way you turn, I'll be there. Open up your skull and I'll be there, climbing the walls." This song is quite disquieting, partly because it reflects a negative self-concept that, according to Artaud, prevents achieving an identity.

11. Lucky

The next two songs talk of the development of an autonomous identity. "Lucky" is tentative and speaks of new realizations: "I think I'm on a roll this time. I feel my luck could change." It ends, "We are standing on the edge. It's going to be a glorious day." Here the self-esteem has turned positive, and all the conditions for identity

formation are met. The song is quite ironic. Greenwood and Yorke were certainly on a roll when they were writing this second last song of what was to become a double platinum album!

12. The Tourist

The last song of the album discusses new ways of being and a new individuality. It is played very slowly and gently: "The sparks a-flowin', no one else would know...They ask where the hell I'm going at 1000 feet per second." This is much like the internal experiences of people in the last stages of successful personal growth.

INTERVENTIONS

One of the most important contributions of Artaud's work is its prescription of different interventions, depending on the stage of value development (Artaud 1993). For the younger child, he recommends consistency in applying rules, modelling desirable behaviour, loving the child unconditionally, and teaching the necessity of finding compromises between their child's desires and those of others. For adolescents in dissonance, it is important to help them realize the impact of behaviour on others, to realize what behaviour is provoked in others, and to look at the criteria for a good solution to problems. For adolescents in the moratorium, it is necessary to help them learn to respect others and to insist on being respected themselves, to help them explore the reasons that some solutions are better than others, and to find their own solutions to family or social problems.

At all stages, Artaud recommends that adults clearly enunciate and model their own values. This gives the message to youth that, although they may be free to develop their own values suitable to their time and place, adults believe that living life by a clear and strong set of values is an important act in itself. In truth, the youth, whether adults accept it or not, must take the ultimate responsibility for their choices. The need for this kind of respect for young people was clearly demonstrated when a parent began a phrase with "When I was your age..." The youth interrupted him and accurately responded, "You were never my age."

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A Synergistic Model of Organizational Career Development

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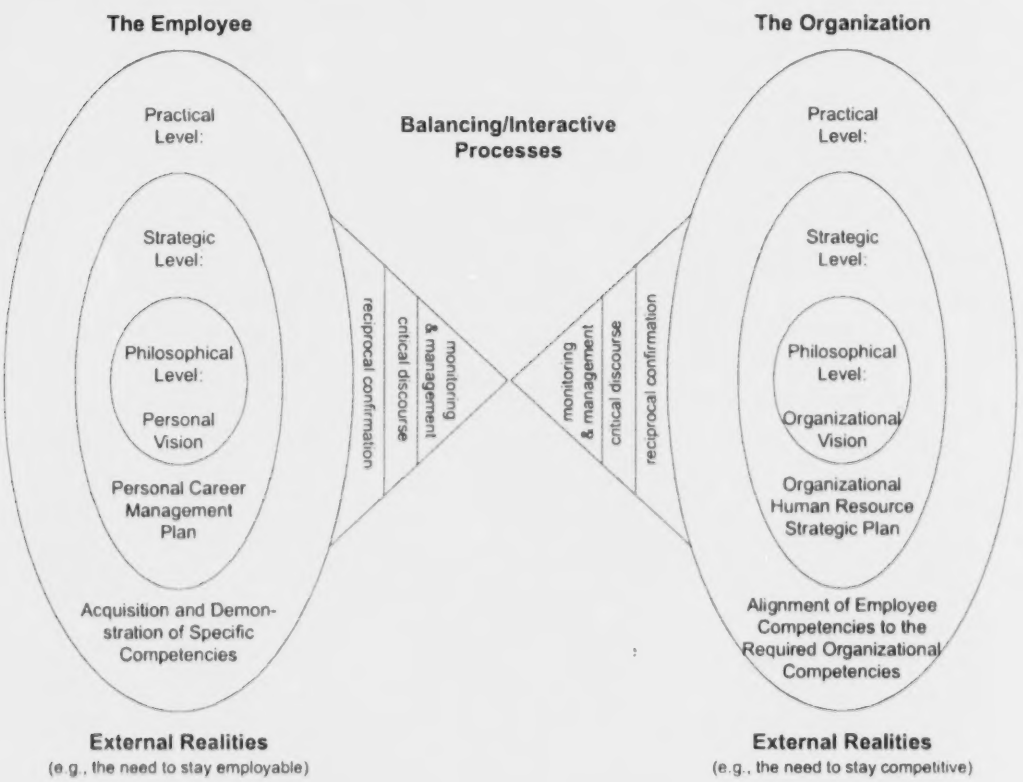
A SYNERGISTIC MODEL OF ORGANIZATIONAL CAREER DEVELOPMENT

This paper provides a brief theoretical introduction to a new model of organizational career development. The model was designed to bring the best of career development practice and organizational development together into one unified and coherent model. Unfortunately, employee career development frequently occurs in isolation from organizational development initiatives (Bernes and Magnusson 1996). When they develop as separate systems, opportunities for integration and thus synergies are lost. Balancing and interactive processes, along with parallel systemic concepts, allow these previously separate systems to work together. The remainder of this paper will now describe the key concepts that are relevant to a theoretical overview of the model.

Figure 1 A Synergistic Model of Organizational Career Development: Bridging the Gap Between Employees and Organizations



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The model contains three levels of organization: the philosophical level, the strategic level, and the practical level. Expanding circles illustrate movement from the broad philosophical vision to strategic plans, and then to the practical need for the acquisition and demonstration of specific competencies. More specifically, the model encourages employees and organizations to dream (philosophical level), plan (strategic level), and then perform (practical level).

The personal and organizational vision circles are represented by the centre rings to denote their role in regulating the other subsystems. The focus on competencies is represented by the outer rings to denote their role in providing feedback to the rest of the system about the requirements of the world of work—specifically the competencies required to remain employable (in the case of the employee) and competitive (in the case of the organization). This feedback helps employees and organizations adjust to changes in the world of work and therefore monitor their plans and strategies to ensure optimal fulfillment of their respective visions. Each component of the model will now be described.

THE EMPLOYEE

Philosophical level: Personal vision

The model begins with the generic goal of encouraging employees to establish their personal vision. A personal vision provides one with an idealistic view of one's life and career. Establishing a personal vision allows employees to become authors of their own life stories, wherein they can begin to interact with the external environment with a sense of empowerment, personal responsibility, or agency (Cochran 1992; Peavy 1994). Without strong visions, people may become immobilized by the many barriers and constraints inherent in the world of work. Practitioners can help individuals to establish personal visions by engaging them in a variety of exercises, e.g., guided visualizations (Crozier 1994), pride stories (Alberta Advanced Education and Career Development 1996), and the dependable strengths articulation process (Peavy 1994). Senge et al. (1994) also combine elements of some of these exercises with value clarification to help individuals establish their visions.

Strategic level: Personal career management plan

The employees' task at this level is to plan how they can implement their vision. They begin by assessing the gap between what ought to be (the personal vision) and what is (the present) (Cochran 1992). This facilitates the exploration of strategies to close the gap between the present and the ideal. Therefore, in establishing a personal career

management plan, they envision their future and then develop plans to achieve that future. Employees may also engage in self-assessment in order to determine the most appropriate methods of closing the gap between the desired and the present.

Developing a personal career management plan implies a need for employees to negotiate their personal visions within the confines of external realities, and to balance their dreams, wishes, and desires with external demands. External realities may place a variety of demands upon the individual (e.g., the need to stay employable, the need to develop new competencies, etc.). The real challenge at this level is to plan for how they can obtain progressively larger pieces of their personal vision through their interaction with the world of work. To do this, individuals must have a clear and potent personal vision. It is also important for them to be able to assess the needs of the external environment (i.e., the world of work). This may involve gathering information, exploring ideas, obtaining feedback from others, establishing short- and long-term plans, and setting implementation goals.

Practical level: Acquisition and demonstration of specific competencies

To facilitate employee career development, the practical level encourages individuals to break down their personal career management plan into the competencies required to attain their short- and long-term goals (see figure 1). Employee competencies refer to the knowledge, skills, and attitudes that underlie effective performance in a particular role (Hendry and Maggio 1996; McLagan 1996). To remain on target, individuals must continuously evaluate themselves and set goals for acquiring and demonstrating such competencies.

Knowledge factors may include knowledge about the world of work, particular organizations, work roles, where organizations and/or their competition are moving, and internal and external opportunities and constraints (Niven 1997). Skills include role-specific skills (e.g., financial analysis and accounting) and transferable skills (e.g., the ability to market oneself, communicate, and manage time). Attitudes refer to one's beliefs about change, work, and interpersonal relationships, as well as the meaning of work in the larger context of one's life. When individuals focus on competencies, they can clarify their expectations and give more thought tocontribution which accentuates individual accountability for organizational objectives. In other words, it provides individuals with the means to demonstrate their impact upon organizational goals and to enhance their employability.

THE ORGANIZATION

The organizational side of the model parallels the employee conceptualizations already noted. Each level will now be described separately.

Philosophical level: Organizational vision

The organizational side of the model begins with the generic goal of encouraging the organization to articulate its vision. Like personal visions, organizational visions inspire action by engaging employees in bold missions with superordinate goals (Quinn et al. 1996). Collins and Porras (1994) refer to these goals as *big hairy audacious goals* (or BHAG for short) to denote their role in reaching out and grabbing people. Quinn et al. (1996) suggest that great organizational successes are a result of powerful alignment of organizational visions, strategies, and goals. Consequently, the articulation of an organizational vision serves as the foundation for strategic planning and goal setting (Below, Morrisey, and Acomb 1987; Hill and Jones 1989; Quinn et al. 1996).

An organization's mission statement is a succinct statement of the action it will take to realize its vision. It serves the purpose of operationalizing the vision and focuses the organization's attention and energy (Fuqua and Kurpius 1993). Essentially, organizations attempt to formulate and communicate their view of the future—their vision—through a mission statement (Morgan et al. 1988).

By articulating an organizational vision and mission, organizations begin to take charge of their own future—just as individuals do when they establish their personal vision (Quinn et al. 1996). In sum, clearly envisioning an organization's or an individual's desired future can provide great motivation because human beings strive to achieve their ideal. When members of an organization are involved in envisioning, they develop commitment and ownership (Frey 1990). A clearly articulated organizational vision represents the foundation for the strategic utilization of human resources.

Strategic level: Organizational human resource strategic plan

The concept of the organizational human resource strategic plan parallels the concept of the employee's personal career management plan. The organization's task at this level is to plan how it can implement its vision by strategically using its human resources. The organization begins by assessing the gap between the desired future (the organizational vision) and the present (Frey 1990). By comparing

the desired with the present, the issues that require attention become clarified, and major priorities are articulated (Hill and Jones 1989). This facilitates the exploration of possible strategies to close the gap between the present and the ideal.

Appropriate methods of closing the gap between the desired and the present are determined by analysing external and internal environments. The goal of external analysis is to identify strategic opportunities and threats in the organization's environment (Hill and Jones 1989; Schuler and Walker 1994). This involves analyzing the competitive position of the organization and its major rivals, along with examining the social, governmental, legal, international, and technical factors that may affect the organization (Golembiewski et al. 1992; Hill and Jones 1989). The next component of strategic planning involves an internal analysis of the strengths and weaknesses of the organization. An internal analysis also identifies the quantity and quality of resources available to the organization (Golembiewski et al. 1992; Hill and Jones 1989).

The external and internal analyses result in the identification of a series of strategic alternatives. The goal is to select the strategies that result in the best alignment of external environmental opportunities and threats, and the internal strengths and weaknesses of the organization (Hill and Jones 1989).

As an organization articulates its business strategy (e.g., cost leadership, product differentiation, etc.), it also has to consider whether it has developed (or can develop) the necessary human resources. Without the right people in the right positions, no strategy—however well-formulated in other respects—is likely to succeed. This recognition has led to the development of the field of strategic human resource planning (Hill and Jones 1989).

The first step toward the strategic utilization of human resources is to complete a human resources forecast. This is an attempt to project the quantity and quality of the workforce that will be required to implement strategic plans (Butler, Ferris, and Napier 1991; Dolan and Schuler 1994; Hill and Jones 1989; Schuler and Walker 1994). The next step is to develop a human resources inventory, which lists the human resources currently available within the organization. The last step is to identify the gap between what is available and what is needed. To remediate deficiencies, the organization may decide to hire new employees and/or train existing employees.

In essence, the strategic plan and the human resource strategic plan provide a *road map* of how the organization plans to fulfill its vision. By establishing short- and long-term plans, the organization begins to create a broad strategy for ensuring the successful achievement of its vision. Ultimately, the activities that the organization selects will require specific employee competencies.

Practical level: Alignment of employee competencies to required organizational competencies

Achieving an organizational vision through strategic planning ultimately necessitates identifying the competencies required of employees. Employee competencies are the knowledge, skills, and attitudes that underlie effective performance in a particular role (Hendry and Maggio 1996; McLagan 1996). Organizational competencies are the firm, specific resources and capabilities that enable the organization to develop, choose, and implement value-enhancing strategies. Organizational competencies include all firm-specific assets, knowledge, skills, and capabilities within the organization's structure, technology, and processes (Wilson 1994), and particularly to areas in which the organization excels and therefore give it a competitive advantage (Kandola 1996). For example, Honda's expertise in *dealer management* (its ability to train and support its dealer network with operating procedures and policies for merchandising, selling, floor planning, and service management) provides a competitive advantage (Stalk, Evans, and Shulman 1992).

Once an organization has chosen a strategy that accentuates its strengths (organizational competencies), it can then define the employee competencies it requires to implement its strategic plans (Kandola 1996; Souque 1996). This does not preclude an organization from defining its strategy—and even shifting strategies—based on employee performance or input. Lists of employee competencies can be used as criteria for training, curriculum design, recruitment, selection, assessment, coaching, counselling, mentoring, career development, and succession planning (Hendry and Maggio 1996; McLagan 1996).

Although the idea behind competency-based systems has been around since the 1980s, it is only recently that the use of competencies has been applied to human resource strategies that are aligned with business strategies (Hendry and Maggio 1996). Focusing on competencies clarifies expectations and encourages a contribution-

based mentality and individual accountability. This enhances employee commitment and capacity to learn (Hendry and Maggio 1996).

Like individuals, organizations need to remain in touch with external realities in order to modify their visions and strategic plans, and to update the competencies they require from their workforce. This focus on continuous monitoring and subsequent refining provides feedback to the organization to ensure its continued competitiveness and thus its existence.

BALANCING/INTERACTIVE PROCESSES

The two triangles in the middle of figure 1 graphically represent the balancing/interactive processes. The goal of these processes is to bring employee career development and organizational development closer together—in other words, to create closer alignment between the employee and the organization. Essentially, the balancing/interactive processes are designed to help bring employees and organizations closer together, and avoid treating career development and organizational development as separate entities.

Philosophical level: Reciprocal confirmation

The first step toward employee and organizational alignment is the balancing/interactive process of reciprocal confirmation. Reciprocal confirmation refers to the goal of creating a vision shared between employees and the organization. The possession of a shared vision leads to greater employee commitment (Senge 1990; Senge et al. 1994), which in turn leads to higher levels of productivity and reduced turnover (Lee et al. 1992; Meyer et al. 1989). Meyer et al. (1989) found that higher levels of affective commitment (when employees really care about the organi-zation, its vision, etc.) were the best predictors of higher productivity ratings. This is congruent with the idea that a shared, meaningful, and affective vision produces the energy that employees and organizations need in order to achieve extraordinary results (Plas 1996; Quinn et al. 1996; Senge 1990; Senge et al. 1994).

Reciprocal confirmation is the highest priority because the possession of a shared vision is more likely to result in employee and organizational agreement at the strategic and practical levels of the model. In other words, employees and organizations are more likely to agree on plans/strategies and required competencies if they agree on where the organization is heading.

Strategic level: Critical discourse

The second step toward employee and organizational alignment is the balancing/interactive process of critical discourse. Critical discourse is communication through which informed, precise, and careful judgements can be made about the strategic utilization of human resources. This process facilitates movement toward the shared vision articulated at the philosophical level of the model.

To make the most informed decisions regarding the strategic utilization of human resources, organizations must obtain the views of their employees because front-line personnel are often closer to critical information (Plas 1996; Quinn et al. 1996). This means that those who actually do the work must participate in the decision making (Plas 1996), and this implies the need for organizations to provide employees with increased access to information (e.g., corporate revenue, expenses, strategic plans, etc.).

Essentially, critical discourse engages employees in critical reflection and critical discussions with supervisors or managers. Within their own critical reflections, employees strategize, think about, and reflect upon their personal visions and the organization's vision. Meanwhile, the organization engages in its own critical reflections, within management teams, to strategize, think about, and reflect upon their vision and strategies. Critical discussions between employees and supervisors then provide a forum for employees to influence organizational strategic plans and to strategically link their proposed career management plans to the strategic plans of the organization. In effect, the organization and the employee provide each other with feedback.

Practical level: Monitoring and management

Monitoring and managing specific competencies is the last step to bring individuals and organizations into closer align-ment. Monitoring and management refers to the ongoing need for observing, guiding, and ensuring that employees acquire and demonstrate essential competencies and that these competencies are appropriately aligned with organizational needs.

Within this process, employees monitor their plans and the external realities to ensure that they acquire and demonstrate the competencies required within the organization or within the world of work in general. Information obtained during monitoring allows employees and organizations to refine the management of their respective competencies, plans, and visions. Meanwhile, the organization also

engages in monitoring and management. In this case, it monitors its achievements within the external world and also monitors its employees to ensure that they perform the tasks that are essential to organizational success.

SUMMARY

The ultimate goal of the Synergistic Model is to help employees to stay employable and organizations to stay competitive. Essentially, bridging the gap between employees and organizations means that employee career development cannot be considered without also focusing on the larger context of organizational development. Similarly, organizational development cannot be addressed without also considering employee development. Focusing on one without the other is incomplete, because employee development occurs within the context of organizations. Meanwhile, organizations dehumanize organizational development if they do not include employees in that process. Furthermore, the needs of both parties are more likely to be met when we attend to both employee and organizational development. In fact, simultaneously attending to both creates a synergistic reaction, in which *the whole is greater than the sum of its parts*.

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Building Potential: Solutions to Chaos

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INTRODUCTION

I often contemplate the purpose of my life. As one who did not have a clear direction for most of my life, I was doomed to be a follower. I was at the mercy of my past experiences, my belief system, and daily influences. I seemed to have no control—or so I thought—of what happened to me. In the last few years I have come to some understanding of my purpose and have a lot more questions about what our role is in a global sense, where we fit in the scheme of things, and our worth actually is. We would like to believe that we are fair and just in our judgments of others and that although we have differences we are created equal. I would like to challenge that belief and raise questions of our value and what our affect is on the whole.

ARE WE ALL EQUALLY VALUABLE?

When we look at society and the structure of any organization, we will most likely see the president, CEO, pope, or prime minister at the top, and the majority of people at a lower level. The bottom layer has lower management, labourers, secretaries, maintenance workers, and followers. We recognize this as the pyramid structure.

There have been attempts to change this system by introducing a term we call *teamwork*. Some organizations have made efforts to become more service driven and to level the playing field. However, most organizations still subscribe to the layered management system. If we are honest with ourselves, do we really believe that the maintenance worker is as valuable to the organization as the president or CEO?

If you could save only one life, who would you choose—a surgeon or a bum? You might surmise that a surgeon saves lives and a bum is a strain on our system or useless in the scheme of things. You might choose the surgeon and feel quite confident that you made the better choice. If we believe in equality, then who are we to judge? Yet we judge all the time. Perhaps the surgeon has a super ego problem or has made mistakes that cost lives, and perhaps the bum has said a kind word to someone that changed that person's life. Yet we still seem to hold onto beliefs that are centuries old, like the belief that who you are or what you do makes some human beings more valuable than others. You might ask, Should we then have pay equity? Can we pay people what they are truly worth? Would that not then put a value on a human life? We must give some thought to the paradox that life has no value, yet life is invaluable.

CAUSE AND EFFECT: THE LAW OF LIFE

Do we as a human race believe we are dominant over other things? Are we dominant over the animal kingdom? Are we dominant over the earth? It seems that we believe we can take from the earth without thought of consequences. We have been given everything we need to be happy and at peace, yet we continue to take without thinking how it affects other areas. Are we truly dominant over the earth, or will there be consequences for our actions? Every action, every decision has an effect.

The law of cause and effect cannot be broken. A cause or a choice of action will always have an effect or a consequence. We can break laws that people make and sometimes get away with it. Many times I have found myself speeding, but have been lucky enough not to be caught. However, universal laws will always have consequences. You cannot get away with breaking the law of gravity. Jumping from a twenty-story building onto concrete will have the same outcome every time you do it. Similarly, every action has a reaction. Someone once said there are no right or wrong decisions, there are only consequences of our actions.

BALANCE

As long as we believe we are dominant in some areas, then things are not in balance. The universe strives for balance and so must we. We must look at not only how our actions affect what is in front of us, but also how they affect far-reaching areas and the universe as a whole. An example of a system out of balance is a workaholic. A single-minded goal like a career can have devastating consequences. All energy is drawn from other areas of a person's life to concentrate in one direction. All other areas eventually suffer. The person will suffer health problems, family difficulties, and self-destruction.

In the year 2050 there will be approximately 10 billion people on the earth. If each person thinks of personal gain, the global outcome will be chaos. This statement from the Global State of the Environment Report 1997 cautions us to reevaluate our priorities: "Overall, the world's natural habitat is projected to be at serious risk. Non-domesticated area is projected to drop from its current 70 per cent to about 65 per cent in 2015 and then to 60 per cent in 2050, mainly due to the increased need for land to grow food" (Global Environmental Outlook, United Nations Environment

Programme). There are also numerous examples of extinction of wildlife as a result of our near-sightedness. Changing weather patterns, floods, and drought are examples of the earth striving for balance.

We are all made of energy. So we are a part of each other yet we are separate. We are like a cup of water drawn from the ocean: separate but still a part of it. So every action we take has a consequence for the whole. If we steal or tell a lie, we must see that in a broader sense we encourage dishonesty as a human race. When we rape the earth through greed, there will be a debt to be paid and that debt is all of ours.

VALUES: SOLUTIONS TO CHAOS

It seems that time, technology, and our lives are spinning out of control. Technology is racing forward at breakneck speed. Things discovered today are out of date tomorrow. Medical breakthroughs are happening on a regular basis. We seem to be at the mercy of all the influences in our daily lives. As things seem to be racing out of control there are solutions: our values.

We must start with basic values. What do we as individuals and organizations stand for? Determine your values. These values must guide every decision you make. If honesty is one of your values, it must start at the core with one's self. The individual must be the example of the values that he or she believes in. Gandhi was an example of a leader who lived by his values of truth and non-violence. He believed that the human spirit is indomitable and that courage and love are more powerful than force. Gandhi believed that moral principles had to be included in setting goals, selecting strategies, and making decisions. He asked us to reject not only physical violence but also violence of the spirit.

INTENTIONS

Look at your intentions. Only we know what our true intentions are for our decisions. So, often our actions are based on the approval of others rather than truth. I was standing in line to pay for my purchases in our local grocery store. I was in a hurry. The elderly woman ahead of me was fumbling for the correct change but fell short. I gave her the difference. She was very appreciative and I could see the smiles of approval from the people behind me. To others, I must have seemed to be a thoughtful person. However, my true intention was

to hurry her up and get her going, so I can get on with my day. Looking at the real intentions of your actions takes courage and brutal honesty. We often make judgments of others but can we really know what their true intentions are? Align your intentions with your values. This will bring meaning to your life.

Most of our thoughts and actions are unconscious. We must bring some of our actions and thoughts to the conscious state. Here we can examine them and take corrective action if we so choose. Have you wondered some days how you made it to work? Your car seems to know the way. This is an unconscious habit. Don't get me wrong: habits are great. It would drive us crazy if we had to learn to tie our shoes every day. But living unconsciously for most of our lives takes away the challenges and excitement of living in the moment.

What I am asking is for you to examine your thoughts. Are they negative or positive? We will either head towards our goals or away from them. We are not stationary people. We are in continuous motion. Either we let influences around us dictate who we are and what we should be thinking and doing, or we take control of our thoughts and actions and become responsible for the consequences. Determine the far-reaching consequences of your actions. Broaden your view. For example, if you litter on your street, you also litter the earth. If you disrespect yourself, you will disrespect humankind.

Newton's law of motion states that a body at rest tends to remain at rest, and a body in motion tends to remain in motion, unless acted upon by an outside force. This means that a couch potato stays a couch potato unless he or she makes a conscious effort or a decision to do something. Looking at it in global terms, we seem to be gaining speed and momentum on a course that takes us away from basic values. Unless we make a conscious effort to act, we are at the mercy of the outcome of our decisions, whether they be right or wrong.

RESPONSIBILITY

We all have a responsibility for our purpose in life. That purpose is part of the whole. When we find that purpose, we will have joy, peace, and abundance—more than we could ever imagine. The key lies within ourselves. We must love and forgive ourselves totally. Then we can do the same for others. Find the truth that is within you. There lie all the answers. Be pure in your intentions. Let go of judgment of others, for what we see in others reflects also what we see in ourselves.

Take time to consciously determine what your values are. These values such as personal responsibility, truth, love, respect for the individual, and courage must be your guide in your decisions continually. Another paradox is that we are leaders and followers simultaneously. As we respect others for their moral values, then we can also be respected for our truths.

We have a responsibility for our future. We have forgotten that our lives and the resources that we take for granted are the most precious gifts. There must be some balance. Where we take we must give something in return. We also have the gift to choose. Our choice now is what the human race becomes in the future.

Career Development and Multiple Intelligences

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CAREER DEVELOPMENT AND MULTIPLE INTELLIGENCES

The most important thing in thinking about our careers is to know what we are good at, to seek what we are good at, and to get feedback from others so we can continue to do what is a good match for us. When we focus on what we are good at, we get positive feedback, which can't help but lead us to do more of the right things. I don't think it makes sense to prepare for jobs. Instead, people should think about the roles they want to play, and their underlying areas of competence (Kennedy 1998).

As Kennedy implies, an important aspect of career development is the need to know one's competencies. A new dynamic model for identifying and profiling worker intelligences, the central theme of this paper, constitutes a major step in assessing competencies. True employee intelligences can be only partially measured, according to the standard view of intelligence as a single general factor, normally named *g* (Gottfredson 1996, 1997, 1998).

Instead, employees ought to commence retraining themselves into thinking that their intelligences do not stem solely from a linguistic/verbal frame of mind, a fossilized practice still assumed by mainstream psychologists (Carroll 1997; Herrnstein and Murray 1994; Jensen 1969, 1982; Jensen and Weng 1994; Siegel-Itzkovich 1998). Restated more simply, workers have many different kinds of intelligence; each intelligence uses a different part of the brain. Stephen Jay Gould (1996) best sums up this need to look beyond the standardized intelligence quotient (IQ) test for real intelligences when he straightforwardly suggests that the use of psychological testing to rank one's worth on the basis of a *g* score is the major misuse of science in this century. Perhaps now is the time for workers to broaden their cognitive horizons and to assess their multiple intelligences (MI) as theorized by Howard Gardner (1987, 1993, 1994, 1997, 1998a, 1999).

While research on using Gardner's MI model is prevalent in psychology (Chen and Gardner 1997; Gardner 1993, 1994, 1999) and in education (Collins 1998; Gardner 1998b, 1999; Goldman and Gardner 1988), limited information is available within the career development field on how workers might employ their more dominant intelligences. The Gardner MI model and its assessment counterpart, the Multiple Intelligences Developmental Assessment Scales (MIDAS) as developed by Branton Shearer, may fill this void (Shearer 1991, 1996b, 1997a, 1997b, 1997c; Shearer and Jones

1994). Gardner has recently congratulated Shearer "for the careful and cautious way in which he has created his [MIDAS] instrument and continues to offer guidance for its use and interpretation" (Shearer 1996b: 7).

Gardner also commented that the "MIDAS represents the first effort which has been developed according to standard psychometric procedures to measure MI theory" (Shearer 1995: 114). Clearly, the MI model assesses more than what IQ tests purport to measure—a lot more. What the MI model is and its possibilities are, is now discussed.

MULTIPLE INTELLIGENCES

MI theory was developed in the late 1970s and early 1980s by Howard Gardner and his colleagues (Gardner 1994) and first formally outlined in his book *Frames of Mind: The Theory of Multiple Intelligences* (Gardner 1993; see also Gardner 1987, 1998a). Since that time, "Gardner's ideas have received widespread attention and acceptance among parents and have been eagerly embraced by teachers" (Collins 1998).

BACKGROUND

At the outset of his research, during the late sixties and early seventies, Gardner recognized that an important problem was how to set up a rigorous and specific set of criteria for what constituted intelligence. His criteria were developed from a variety of sources, including studies of brain-damaged individuals, prodigies, autistic individuals, and geniuses, developmental psychology, cross-cultural comparisons, biographies of gifted individuals, and neurobiology.

More specifically, his distress over the typical view of *g* intelligence initially arose from his own decades-long research with talented children and with brain-damaged adults. His research findings convinced him that human beings could be cognitively "at promise" or "at risk" in a certain area of skill, and that a strength in one area failed to forecast accomplishments in other domains. For example, if one was strong in telling stories, solving mathematical proofs, navigating around unfamiliar terrain, learning an unfamiliar song, mastering a new game that entailed dexterity, understanding others, or understanding the self, one did not know whether comparable strengths could be found in other areas (Gardner 1998b: E4).

REDEFINING INTELLIGENCE

Gardner's claim to fame has been his ability to redefine the psychological construct *intelligence*, which he defines as the ability or set of abilities that allows a person to solve a problem or to create and fashion a product that is considered useful and valued within one or more cultural settings (Gardner 1993: x; Goldman and Gardner 1988: 124). This definition of intelligence emphasizes the creative and practical as well as the hypothetical-abstract aspects of a person's intellectual abilities. His innovative definition acknowledges the importance of the person-in-context and the social influences that contribute to the recognition, activation, and development of one's current skills (Gardner 1998a).

Gardner's theory rests on two points. First, he claims that *Homo sapiens* possesses all of his intelligences, but in varying strengths, skills, and limitations (Gardner 1993, 1998a, 1999). His other claim is that "just as we all look different and have unique personalities and temperaments, we also have different *profiles* of intelligences" (Gardner 1998a: 21, emphasis mine). In other words, no one kind of intelligence is better than another. Each of his eight intelligences has its own and particular sphere of expertise. They are "to a significant extent independent of one another" (Chen and Gardner 1997: 107).

Straight-A students demonstrate a high degree of linguistic and logical-mathematical intelligence—that *g* intelligence supposedly measured predominantly by IQ tests. Here intelligence is deemed to be a fixed, genetically determined cognitive trait, which can be measured early in life and will determine an individual's overall intellectual potential (Gottfredson 1996, 1997, 1998). That viewpoint is largely inaccurate. If "individuals have distinctly different kinds of minds" (Gardner 1999: 45), then it is inappropriate to measure all individuals as if their minds were simply variations along a single bell curve (Herrnstein and Murray 1994). Thus all ought to pay particular attention to what is special within their own minds, as well as within the many kinds of minds of others over whom they have career accountability.

Here, then, are Gardner's eight intelligences: (1) linguistic—language-based competence requiring superior listening, speaking, reading, and writing skills; (2) logical-mathematical—use of abstract concepts, patterns, and symbols required for deriving scientific proofs; (3) spatial—utilization of mental imagery for discerning orientation in space; (4) bodily-kinesthetic—use of physical body

movements to express emotion; (5) musical—recognition of tonal and rhythmic patterns and creating harmony; (6) interpersonal—ability to read the moods, motivations, and mental states of others; (7) intrapersonal—ability to access one's own feelings and to draw on them to guide behaviour; and (8) naturalist—recognition and categorization of natural objects (Gardner 1998a; Morris and Dionne 1993a, 1993b; Morris and LeBlanc 1996). How Shearer's MIDAS instrument was developed to self-assess these intelligences is now discussed.

THE MIDAS SCALES

While Gardner's MI model has been welcomed and used by many in education, wider acceptance and use has been limited by the lack of a practical, reliable, and valid method of assessment. Shearer's MIDAS represents one such method. The MIDAS provides an objective measure of the multiple intelligences as self-reported or reported by a knowledgeable informant (Shearer 1991). Whereas IQ tests mark the limits of one's *g*, the MIDAS scales describe the course and direction of intellectual growth and achievement potential for each of Gardner's eight domains (Shearer 1996a, 1996b). In short, the MIDAS provides an effective method of obtaining a self-descriptive profile of one's multiple intelligences.

THE MIDAS QUESTIONNAIRE

The MIDAS instrument is a self-reported measure of intellectual disposition and may be completed by either the user (Shearer 1998a, 1998b, 1998c) or, in the case of a child, by a parent (Shearer 1998d). It takes about thirty-five minutes to complete the 119 multiple-choice questions that cover eight areas of abilities, interests, skills, and activities. Users are asked to read each item and select what they perceive as the best answer. It is important that the responses are realistic. The MIDAS is not a test, so there are no time limits, and because all human beings differ so markedly, there are no right or wrong responses. Users are not compelled to answer or guess at every question, as each item has an "I don't know" or "Does not apply" choice. Users are asked to select this answer whenever it fits.

Numerous studies of its reliability and validity (Shearer 1991, 1997a, 1997c; Shearer and Jones 1994; Way and Shearer 1990) have indicated that MIDAS can provide a reasonable estimate of one's MI strengths and limitations that correspond with external rating and criteria. It is an assessment instrument for the multiple intelligences

and is recognized by Howard Gardner for enhancing educational planning and self-awareness. The MIDAS scales have been translated into Spanish and Korean and have been completed by approximately 10,000 people worldwide. The next section discusses how the MIDAS tool can be used within career development.

THE MIDAS AS A CAREER DEVELOPMENT TOOL

The MIDAS has been included in the curriculum of college career-exploration classes for five years and has been found to increase student self-awareness to assist in career making and major selection (Shearer 1997c, 1998e). Private and public schools from Vancouver, British Columbia to Monterrey, Mexico and from Portland, Oregon to Cambridge, Massachusetts use the MIDAS to build an appreciation for the educational applications of MI theory. The MIDAS is also being used extensively in teacher training, including the preparation of new teachers in university training programs (Shearer 1997b, 1998e). For example, the MIDAS is being used as a teacher training tool at the University of Calgary and at the University of Manitoba. Many American universities including Harvard and Kent State are also using the MIDAS as a preparation tool with novice teachers.

THE MIDAS PROFILE

A MIDAS profile is unique, not only for its multiple intelligence scales, but also for its assessment method and philosophy of personalized education. The MIDAS strives to provide realistic data for making informed choices, but it does so from the person's perspective through careful questioning. After responses have been tabulated, results are offered back to the person not as hard and unchanging truth, but as useful hypotheses for appraisal, elaboration, and action planning. Information gleaned from a MIDAS profile can be used to formulate a personalized career plan by recognizing, valuing, and focusing attention on areas of strength and potential.

A three-page MIDAS profile provides detailed information in three broad categories. The first page gives a reasonable estimate of the person's intellectual disposition in each of the eight intelligences. The first page also outlines three research scales that estimate the user's proclivity for innovation, general logic, and leadership. The second page describes particular intellectual activities and actual outcomes. The final page highlights twenty-six types of sub-skills (e.g., appreciation, instrumental, vocal, and compositional for the musical intelligence). From these three pages, an additional Brief

Learning Summary (BLS) outline can also be generated. The BLS outline summarizes well what one can actually do and how good one is in the different intellectual activities.

SUMMARY

MI theory, first formalized and introduced sixteen years ago by Howard Gardner, continues to open the minds of educators, psychologists, and career developers worldwide in how learning and training can be upgraded so that all individuals may be better guided as they strive to achieve their intellectual potential. Gardner's definition of intelligence challenges the one-dimensional view of measuring only linguistic-verbal and logical-mathematical capabilities—cognitive competencies upon which the IQ test was initially founded. It is this narrow understanding of intelligence that assumes that one's ability to learn and do things comes out of a fixed cognitive capacity (Siegel-Itzkovich 1998).

Gardner has spent the past quarter-century postulating that our minds are pluralistic and organized in a multi-dimensional fashion. Perhaps most important, he has attempted to convince us that our knowledge stores are domain-specific and arranged vertically as eight (or possibly more) independent content faculties, rather than horizontally as a single and central processing unit for analyzing psychological constructs such as perception, memory, or attention.

From Gardner's view about cognitive functioning, we now know that all possess a much broader set of intellectual skills than traditionally assumed by mainstream psychological thinking. Today's workers are not simply learners constrained by one general IQ-type intelligence or general problem-solving ability. Instead, they ought now to be perceived as people capable of uneven achievements in eight relatively self-contained domain-specific intelligences.

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Career Development for Young Adults in Rural Areas

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INTRODUCTION

Extensive changes in the labour market are transforming society, modifying existing jobs, and creating new ones (Feather 1996). Communities that depend on natural-resource industries are particularly vulnerable to the economic restructuring occurring in industrialized nations. Professionals working with young adults living in these communities, villages, and other rural areas need to provide suitable support and resources to assist them in their life-career development. Although a number of recent initiatives and programs have been aimed at youth employment, most of them have been developed with, and for, urban populations. Young people who live in rural areas (which are defined by Statistics Canada as places that have a population concentration of less than 1,000 and population density of less than 400 people per square kilometre) have been largely overlooked. Yet several prominent themes in the literature suggest the need for greater attention to the life-career development of young rural adults.

The importance of life-context in career development has been identified by several authors (Cahill and Martland 1994; Peavy 1993; Savickas 1993). Young people's physical, social, and cultural environments provide the experiences that shape their growing sense of identity and role in the world. This is equally important for rural youth. For instance, a young woman living in a logging town in northern British Columbia associates with a specific group of people and takes part in a unique series of family and community events, which have an impact on how she perceives her future life. In contrast, a young man living on a farm in Saskatchewan has a different environment, which will be reflected in his views of himself in the future.

The concept of *place-identity* (the cognitions that express and reflect the physical settings and properties directly relevant to a person's social roles and attributes) is an important contextual factor (Proshansky, Fabian, and Kaminoff 1983). When the cod fishery collapsed in Newfoundland, Cahill and Martland (1994) noted the impact of environmental and community attachment on residents' life-career planning. Carter (1997) also found that place had a potent impact on the development of young Appalachian girls.

In a Canadian study, Lehr and Jeffery (1996) found that rural youth have needs and interests that are different from their urban counterparts. Young people in small communities across Canada have limited access to a range of high school courses and to

institutions of higher education. They also have reduced access to work exposure choices and to work-related role models (Lehr and Jeffery). The limited educational opportunities, lack of economic vitality, and relative scarcity of high-skills, high-wage employment (Cahill and Martland 1996) force many rural youth to consider moving away from their community.

As women's participation in the workforce has changed, a number of researchers have found that life-career plans and decisions are particularly challenging for young women, who often feel torn by conflicting values about work and family (Archer 1985). Gilligan (1982) found that adolescent females often consider their career choices in light of home and family requirements they expect to fulfill in the future. Consideration of home and family may impact the life-career choices of young rural women, who may lack access to a variety of role models who combine work and family. In addition, rural female youth are more likely to grow up in families that are more traditional than urban families, especially in gender-role socialization (Scanzoni and Arnett 1987). A young woman's life-career options are limited when home and family pursuits are emphasized.

Along with the challenges of living in a rural community, there are also many benefits. Hedlund (1993) found that rural communities provide a sense of safety and belonging and a connection to others. Closeness to family members is valued. Young people participate in their community through volunteer activities. However, Hedlund noted the paucity of research on rural adolescents, especially studies that seek to understand the perceptions of rural adolescents.

In summary, although a significant proportion of youth live in rural areas, little attention has been paid to their particular needs. The present paper describes the first stage of a larger project directed at understanding the complexities of rural youth's lives. Eight young women were interviewed about their experience of being raised in a rural community and the impact of that experience on their life-career development and plans. The themes arising from these interviews are discussed, along with suggestions for ways to support rural youth in their life-career planning.

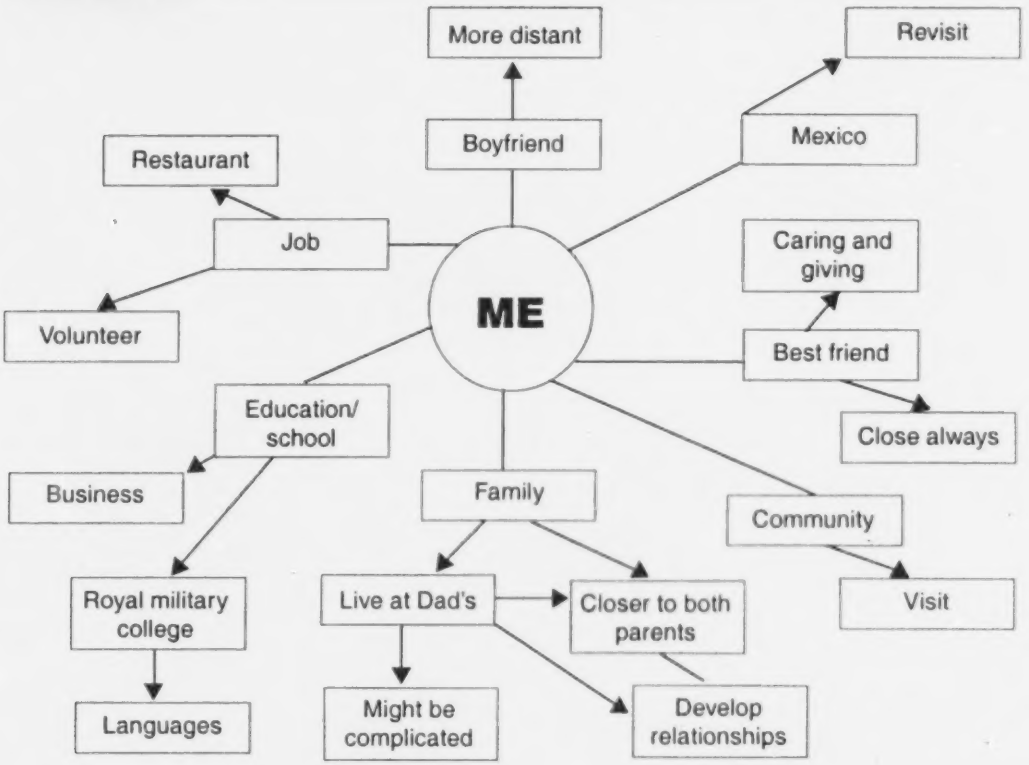
METHOD

The research sample consisted of eight young women who had recently graduated from Grade 12 in the southern interior of British Columbia. The participants ranged in age from seventeen to nineteen.

A sample of eight was chosen from a pool of twenty volunteers. Participants were selected from a pool of twenty volunteers based on availability and length of time in the community. All had lived in a rural setting for more than six years, and lived at least twenty minutes from town. With the exception of one participant who was taking school by correspondence, the young women attended high school in a nearby community of 15,000 people.

An interview guide was developed for four broad areas: their rural experience, their life-career plans, the effect of rural community on their future plans, and their self-identity. During the discussion about life-career plans, the participants constructed a life-space map. Placing themselves in the middle of the paper, they identified major areas of interest and influence, and arranged them on the map. Next, they talked about how they saw their future unfolding in each area. They also spoke about the relationships among the different elements of their maps. Mapping can uncover personal meanings and underlying assumptions, opinions, and values (Hoskins and Peavy 1993).

Figure 1 Current and Future Life Map—Participant #2



In the fourth section of the interview, participants explored their current and future roles using Markus and Nurius' (1986) concept of *possible selves*. Possible selves include the hopes, expectations, and fears we have for ourselves in the future, and provide the motivational impetus for people to work toward what they hope and expect to achieve, and avoid what they fear. Possible selves exploration has been used to investigate the occupational and lifestyle choices of younger adolescents (Shepard and Marshall 1999).

The first level of analysis was descriptive, and involved reading the transcripts for content areas. Ten content categories were identified: (1) family, (2) friends, (3) school and education, (4) sports and other activities, (5) living in this community, (6) self-identity, (7) information and resources available, (8) future plans, (9) church, and (10) role models. Within each content category, specific themes were identified and labelled with a phrase that depicted the basic meaning of the themes, for example, "responsibility" and "having to move away."

The second level of analysis entailed examining these content categories and themes for connections or metathemes (Tesch 1987). Six metathemes were evident in the lives of these rural young women: (1) valuing self, (2) attachment to the environmental setting, (3) attached and supported, (4) people to look up to, (5) limited opportunity, information, and contacts, and (6) being disregarded. These will be discussed below.

METATHEMES

Valuing self

Valuing self was a metatheme that was evident across several categories in the narratives of the participants. They valued themselves as workers, family members, friends, participants in sports and other activities, and role models. Common self-descriptors included being disciplined, multi-skilled, hardworking, responsible, and having respect for oneself. "It seems like I have more respect than I would living in a city. I feel like I,...I've had more responsibility, so I feel like I'm older and I feel respect, like respect for myself and others" (participant #7). These young women demonstrated the ability to reflect and articulate about the self (Peavy 1993). They knew themselves through their relationships with others and the physical place. "It's so beautiful and everything. I think I've learned to appreciate myself...I can just see...like the beauty in myself... because I can draw things like the trees and creatures and everything that's created and...like I am a part of this" (participant #4). Other

researchers (Gilligan 1982; McBride 1990) have found that women speak of an ongoing sense of affinity that builds and strengthens human connections and forms the sense of self. Archer (1985) believes that socialization processes of young women encourage passive, emotional, and nurturing behaviour, while socializing them to fear separation from others. This particular group of participants valued their strong relationships with others, and their ability to care and take responsibility; however, their narratives did not indicate a sense of self that was passive or fearful of abandonment.

Attachment to the environmental setting

All participants expressed an attachment to the environmental setting, or what Proshansky et al. (1983) call *place identity*. The young women knew themselves through their attachment to the physical setting. They also conveyed their appreciation for the physical beauty and tranquillity of the area. "[T]he scenery is beautiful...The river...it is right there and it's clean...Also it's really quiet...in the fall you notice it most. You can go outside, and it's quiet and you don't hear anything...maybe a bird...it's so peaceful" (participant #6). Cahill and Martland (1994) have cautioned rural counsellors to be aware of the importance of geographic preference in career decision making. Geographical preference may explain the choices that many rural residents make to remain in their communities, despite the restriction in occupational opportunities.

Attached and supported

Attached and supported by the community was the third metatheme in the lives of the participants. Close relationships with family members, friends, church groups, and teachers were described. All participants believed that their involvement in sports and other activities had been influential in instilling a sense of attachment and support. "Our community is really close knit. When some of my neighbours found out [about my mom's subbing], I got about five phone calls saying, if you ever need anything, don't hesitate to call me. I'll be right over" (participant #6). Hedlund (1993), too, has noted the personal connections and sense of belonging experienced by young people in rural communities.

People they looked up to

Participants identified a number of people they looked up to. Parents, siblings, teachers, friends, and coaches were people they admired and respected. "My Grade 2 teacher, she was the most awesome lady I've ever met. When I saw her and how she worked with kids, it just made me want to be a teacher 'cause she's so good at what she does" (participant #3). Hedlund (1993) and Carter (1997) also

noted the importance of family members, peers, and teachers as role models and guides. Interestingly, none of the participants in this sample specifically mentioned their mothers as a source of information about balancing life roles, although their mothers were clearly influential in their lives.

Limited opportunity, information, and contacts

The fifth metatheme of limited opportunity, information, and contacts cut across several content categories. The inadequacy of career resources, the narrow range of occupational opportunities, the lack of post-secondary institutions, the restricted course selection at school, and the distance from town and friends that constrained their social life and job contacts were conditions acknowledged by all participants. "I think it's just the distance to get to town...like if I want to come and see my friends...like a job...I wasn't able to get a job" (participant #7). Lehr and Jeffery (1996) also noted these limitations.

Being disregarded

The young women in this study felt disregarded by their community at the same time that they felt supported. They were frustrated that the community did not provide places other than school and structured activities for them to meet with friends. "No one wants teenagers hanging around, not even in restaurants. You're supposed to eat and get out, not sit there and talk" (participant #1). In her study, Hedlund (1993) used the term *disenfranchised* to describe rural youth's experience of not being heard. Hine and Hedlund (1994) considered youth to be an important but often overlooked resource available to rural communities.

IMPLICATIONS AND WAYS TO SUPPORT RURAL YOUTH

A vivid picture of rural life was revealed in the narratives of these participants. Although this initial sample was small, the metathemes that emerged were similar to those found by others. Counsellors need to pay particular attention to the needs of rural youth. Because attachment to and support from others is so important, the counselling relationship should provide clients with the security and assistance necessary for exploring life-career plans. For instance, counsellors working in career centres could offer personal contact rather than relying solely on computerized information. Parents, community members, and co-op students could be involved in assisting with Internet searches followed by a session with a counsellor. Rural counsellors must have an appreciation for the

uniqueness of rural life, and be aware of the strengths and values of their young people. Current knowledge of the economy, political power structures, and changes within the community is essential.

The importance of exploring life-career options through available career resources can be brought home to rural youth by bringing in graduates who can discuss their transition to a larger community for education and work. Career materials and programs can be customized to address their experiences. While respecting and building on their values and beliefs, career counsellors can provide the challenge to consider a variety of possibilities. Counsellors need to help clients identify skills developed in the rural environment that can be transferred to other work settings.

A recurring theme in this study and in other studies of rural young women is the desire to remain in or return to the community. Local employment opportunities could be investigated through community and school partnerships. Community committees could offer a forum for young people to bring the concerns and strengths of youth to the attention of community leaders. Entrepreneurial programs could be developed with local businesses and credit unions. Community members could provide support for students returning to the community with specialized training or degrees.

CONCLUSION

In a world of rapid and continuous change, the experiences and needs of rural youth have been largely overlooked. The results of this preliminary study indicate that growing up in a rural community fosters a strong sense of connection to both the people and the place. This connection has important implications for counsellors assisting with life-career development and planning. The strong work ethic, sense of responsibility, and commitment to community, family, and friends portrayed by the young women in this study would be valuable qualities for any work setting.

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Career Development in Today's Organizations

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Aligning an individual's skills, values and interests with an organization's competitive requirements is a crucial strategy for any world-class organization seeking to survive economic uncertainty and unending change.

(Gutteridge et al, 1993, p. viii)

INTRODUCTION

Career development is being recognized (Ulrich 1997) as a catalyst needed to engage and align the individual employee's contribution with the needs of the organization. As we continue to move into the knowledge era, organizations are recognizing that their people, or knowledge assets, are becoming the primary means to production. By supporting and developing this asset, career development can provide the organization with a key strategy for ensuring a sustainable strategic advantage over its competitors. Career development can and does play an integral role in supporting the human-social subsystem and the strategic goals of the organization, particularly in knowledge organizations. The knowledge organization relies on constantly changing technology and information, and, as a result, employs people who rely primarily on their own knowledge and experience to work and add value to the organization. Professional services, high technology, and information technology are good examples of this type of organization.

External pressures such as changes in the economy and people's expectations about work have forced businesses to respond with changes of their own. As well, it is increasingly apparent that organizations must understand and respond to internal pressures such as the needs and motivations of individual employees, who are the foundation of the organization. This is especially true in the knowledge or information era, in which the individual owns the means of production (knowledge) and plays a central role in establishing the culture and supporting the direction of the organization. The information age requires new strategies to organize and coordinate the work of knowledge-workers.

To obtain a better understanding of how leading organizations are currently using career development, a pilot survey was administered to eight organizations in Western Canada. The survey was designed to identify reasons for using career development and the initiatives these companies are using. The results of this survey are discussed, and are followed by a discussion on implications for knowledge organizations and future research directions. This paper is intended to help career and human resource practitioners determine what role career development should play in the day-to-day operations of the organizations they support.

EXTERNAL PRESSURES ON THE ORGANIZATION

External pressures on the organization are too numerous to discuss. However, the changing nature of work, organizational changes, globalization, technology, and diversity issues are partic-ularly sensitive to career development issues.

CHANGING NATURE OF WORK

The new economy

Scientific management dominated the thinking of the mass production economy for most of the twentieth century (Lawler 1993). This management mentality had survived for much of the century, particularly for organizations in the manufacturing sector. Scientific management may even continue to sustain these organizations as long as the costs of production, the production processes, customer and employee demands, and technology remain relatively static. However, it is no longer realistic to expect conditions to remain static. The beginning of the 1980s marked the movement into the technological era, characterized by high technology and knowledge-based organizations (Beck 1992). It is now commonly accepted that human skills, knowledge, and know-how are more valuable than capital, materials, and equipment (Arendt and Frederick 1997). As well, nearly two thirds of all jobs emphasize thinking skills instead of manual skills. Gera and Mang (1997), of Industry Canada and the Department of Finance respectively, define new economy industries as those industries that use knowledge, technology, and skills to innovate and generate growth. Their report suggests that "the Canadian industrial structure is becoming increasingly knowledge-based and technology-intensive, with competitive advantage being rooted in innovation and ideas." (p.1). In support of this claim, they found that, between 1986 and 1991, seven of the top ten growth industries were knowledge-intensive. Even in the manufacturing sector, those organizations requiring high-knowledge input consistently out-performed those with more modest knowledge requirements. The point? Organizations are now led by knowledge workers.

The end of the job

The job has been critical to the world of work, because it has been considered the unifying concept for human resource functions such as selection, training, career development, performance management, and compensation (Ash, Levine, and Sistrunk 1983). Today,

however, work is increasingly organized in terms of assignments or team-based projects, and people are moving between organizations with more frequency than in more traditional organizations (Bridges 1994). The number of ways in which work can be done has grown phenomenally, and includes anything from traditional employment to various part-time options, contracting, consulting, and small business operations (Day and Copithorne 1995). John Lewis (1998) goes so far as to suggest that jobs or job descriptions "tend to degenerate to a list of tasks, and support the idea of restriction and specificity in jobs, rather than the more fluid approach to work that is required in many organizations" (p. 283). For knowledge-sector businesses to be successful, it is increasingly apparent that they must adopt new ways of organizing work.

The new contract

The new employment contract suggests that, in exchange for its labour and commitment, today's workforce is expecting opportunities to develop portable skills, knowledge, and experience. The conditions of employment are now based on one's ability to add value to the organization and its respective goals (Farquhar and Longair 1996). With the acquisition of valuable (and portable) competencies, these workers will have established employability for themselves. "For people who think about their careers, the pursuit of learning opportunities and reputation may be overtaking the pursuit of promotion" (Kanter 1989: 324).

In light of this new contract, some theorists (Cascio 1995; Bridges 1994) insist that management's new responsibility is to continually inform its workforce about the organization's strategy and goals, or impending organizational changes. Bridges (1994) further suggests that subordinates be treated like customers and provided with whatever "assistance, resources, information, support, or rewards they need in order to provide [the] organization's customers what they are seeking" (p. 74). Managers must now coach, mentor, and inform their subordinates of the corporate direction so that workers are better able to position themselves to add value to the company and create opportunities to enhance their own employability.

ORGANIZATIONAL CHANGES

Lawler cites Mohrman and Cummings (1989), who say that, in response to an environment marked by rapid change, the organization must constantly change its structure (Lawler 1993). Organizations must emphasize cross-functional teams and deemphasize the traditional functional organization. As a result of these and similar

changes, we have moved to an increasingly self-managed workforce with fewer opportunities for vertical career movement (Lawler 1993; Kaye and Farren 1996).

Globalization

It is clearly evident that the geographical boundaries of business are things of the past. "Today, one in five American jobs is tied directly or indirectly to international trade" (Cascio 1995: 928). According to Lawler (1993), as businesses enter the global market, they are exposing themselves to a less predictable and less stable environment. The need for companies to respond more quickly to market changes is paramount, and this places increased importance on developing new capabilities and developing their people in new and more complex ways.

Technology

"Because so many companies are running toe to toe in the technology race, savvy organizations see leveraging their workforces' talents and skills as the chief means of staying competitive." (Gutteridge et al. 1993: xvii).

"To succeed and prosper in the changing world of work, companies need motivated, technically literate workers...[Change] actually makes the workforce even more important for success" (Cascio 1995: 929).

These and hundreds of other quotations highlight the fact that the technology of today requires highly educated and technically competent workers. Computer networks, information technology, and an increasing reliance on human capital has had a dramatic impact on the way people work. Consequently, people and organizations must be managed in ways that respect the new conditions of a technologically transformed workplace.

Workforce diversity

The workforce itself has also changed dramatically. "Of the 26 million new workers coming into the [American] workforce between 1990 and 2005, about 85 per cent are expected to be women and minorities, according to Labor Department estimates" (Purcel 1996: 7). Purcel strongly suggests we move to a *Managing Diversity: A Multicultural Approach* to managing people. Valuing diversity will enhance an organization's capability to attract and retain the best human talent; it will increase organizational flexibility, creativity, and innovation; and it certainly demonstrates social responsibility. Leveraging the talent and expertise from a diverse workforce can certainly provide

companies with competitive advantage, particularly in global markets. At the same time, it highlights the importance of recognizing the uniqueness of each person, and suggests a need to provide a mixture of career development services.

INTERNAL PRESSURES ON THE ORGANIZATION

Internal pressures on the organization are also significant and complex. Two key factors that influence the organization are the employee and the organization itself.

THE EMPLOYEE

The careers of today's employees are complex, dynamic, and ever-changing. To account for this and to help identify the role of career development in the workplace, a number of career development theories have been developed: psychological success, learning theory, individual-organization interaction, organizational socialization, and career concepts (Hall 1990). These theories help us to appreciate that employee careers are extremely complex, changing, and idiosyncratic. Any organization wishing to attract, develop, and retain employees must consider these complexities as part of their human resources plan. To become the employer of choice, particularly in the knowledge economy, organizations have been responding with impressive employee attraction and retention strategies, succession planning, and state-of-the-art training and development initiatives. These career development strategies are aimed specifically at keeping employees, or *knowledge assets*, happy, satisfied, and employed with the organization.

For organizations to make the claim *We value our people,* they must appreciate the role of career development in supporting this statement. The challenge for organizations is to justify the necessary financial commitment. To support this end, career and HR practitioners must help their organizations make the link between career development and shareholder value. Career development naturally aligns the goals and needs of employee and organization: if these systems are in place, the individual will see how he or she contributes (or does not contribute) to the strategic goals of the organization.

THE ORGANIZATION—BEST PRACTICES AND ORGANIZATIONAL MODELS

When considering career development systems, it is essential to consider the organizational context in which such systems operate.

Best practices

The twelfth annual edition (1997) of the *Human Resource Financial Report* (HRFR), released by the Saratoga Institute, included a five-year study of the ***human asset managers*** of top-performing organizations, a study that identified best human resources practices. From a sample of over 1000, 140 companies qualified as being among the top 25 per cent of best performers in industry. To secure a competitive advantage, these top performing organizations identified four common HR practices: attracting and retaining talented people, fostering a collaborative (team work) culture, developing leaders, and accelerating the transfer of knowledge. The case for career development is obvious.

Best models

Several organizational models have been developed that address the changing climate affecting today's organizations (Handy 1991; Prahalad and Hamel 1990; Stalk, Evans, and Shulman 1992). Since the 1980s, there have been countless examples of companies that pared down their operations to core business. This created a dynamic workplace consisting of traditional jobs in the core of the organization, and contingent jobs such as contracting, consulting, and part-time options that are peripheral to the organization (The Shamrock Model—Handy 1991). Organizations are now managing a highly diversified workforce consisting of core and contingency workers. Different workers operate under different values systems, are motivated differently, and have different goals.

Increasingly, organizations are turning to competency- or capabilities-based organizational strategies. Both strategies employ a behavioural approach to establishing a competitive advantage, and both suggest a realignment of resources (human and capital) to support the new strategy. By fostering the development of critical skills, knowledge, and attitudes within its employ, the organization is consciously and purposefully meeting its strategic goals—in other words, aligning the needs of the individual with the needs of the organization.

TO SUM UP

There are many external and internal factors that influence organizational behaviour and heighten the need for career development. We have moved well into a new economy or knowledge era that is driven by high technology and information. The functionality of the job is no longer evident. In its place are roles, assignments, projects, work alternatives, and a brand new social contract. The new arenas of high technology, globalization, quality, and competition have created

a surge in demand for technical expertise, higher-level thinking, and greater diversity. To heighten the impact of these changes, workers of today are increasingly complex and have high expectations of their employers. Organizations are responding to these demands with progressive best practices and organizational models.

CAREER DEVELOPMENT: THE FLIP SIDE OF HRD

In companies for which intellectual capital is a critical resource, HR professionals should be active and aggressive in developing that resource. They succeed by linking employee contributions to the organization's success. With active employee champions who understand employees' needs and ensure that those needs are met, overall employee contribution goes up (Ulrich 1997: 29).

Since career development is often associated with human resources, it is helpful to conceptualize them together. But rather than distinguish between career development and HRD, it is more useful to view them as two sides of the same coin. To help explain this point, the following chart identifies common human resource functions in the left column, and the career development correlates in the right.

THE ORGANIZATION (common HRD functions)	THE INDIVIDUAL (career development correlates)
· Resourcing: selection and staffing	· Self-selection, career decision making
· Training and development	· Professional development
· Performance management	· Performance feedback
· Compensation	· Remuneration and benefits
· Career and succession planning	· Career development planning

This chart demonstrates that, for HRD functions to be truly effective, career development for affected individuals must be supported. If this occurs, employees will truly have the capacity for alignment with organizational strategy and goals.

EXPLORATORY RESEARCH

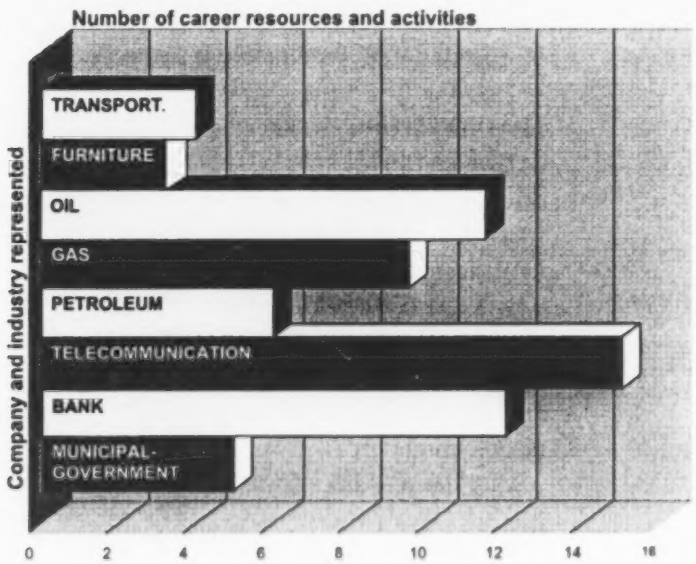
In a format similar to that of Gutteridge et al. (1993), a survey was sent out to determine the state of the practice of career development

in mid-sized to large organizations. The main purpose of this survey was to obtain a sense of current career development practices in some of today's larger organizations and the reason they were being used. Certainly, the survey was not unbiased and was not designed for quantitative analysis; however, it did provide results that are very consistent with the literature. Several questions were explored.

Why is career development being used (not being used) in your organization?

All eight respondents indicated that they had career development initiatives in place, and the reasons for such initiatives included: to become the employer of choice, to align employee skills with the needs of the organization, to support the development needs of employees, and to gain competitive advantage through their people.

What programs, activities, resources, opportunities, and reference materials were being used?



In order to create the chart above, each organization was assigned a value of one point for every career development resource or activity it made available to all employees. Organizations with more points (i.e., the telecommunication company) have correspondingly longer bars on the bar graph.

Most of the organizations, with the exception of the municipal government and the furniture manufacturer, had a resource centre (CD or HRD) for their employees. All organizations, with the exception of the municipal government, the furniture manufacturer, and

the transportation company, had more than one CD activity available to employees. The telecommunication and oil companies appeared to offer the most support here. In terms of CD resources, the bank, telecommunications, oil, and gas companies out-shone the rest. The remainder were either in the process of developing more resources (municipal and petroleum) or had no plans to develop them (furniture and transportation). Of special note, technology appeared to have a strong presence in the delivery of CD systems. Five of the eight companies had, or were developing, an on-line system capable of providing CD information, and four of the eight had, or were pursuing, the use of HRD software. The telecommunication and oil companies went the extra distance by providing one-to-one support to employees, and the oil company even supported management in the areas of team building, recruitment, and performance management. Most of the organizations (six out of eight) offered organizational charts and competency profiles of select jobs. Finally, the developmental opportunities made available to employees by the companies all included company-sponsored training, and many (six of eight) offered cross-training—opportunities to further develop one's skills by working in different jobs, at the same level, and using similar skills.

How important is career development to the needs of the organization?

All eight respondents felt that the link between employee development and the goals of the organization was very important—scoring at least five out of seven on a scale of importance. However, that is where the common thread broke. How they went about achieving this link varied considerably. Some companies apparently did little if anything to support this belief, while others implemented complex strategies to achieve it. Half felt they were effectively using career development to realize this belief (municipal government, bank, petroleum and oil companies), while the others were working on this, or simply didn't care.

Interestingly, five of the eight had, or were in the process of implementing, a competency-based system (generally based on organizational core competencies). These were the municipal government, bank, petroleum, gas, and oil companies, and all (except the government) had competency profiles as part of their CD resources. When asked if their CD initiatives were driven by competency-based systems, the government, gas, petroleum, and oil companies felt that they were, or were in the process of becoming so. The telecommunication company suggested that its CD initiatives were more driven by the needs of individual employees. The bank believed that outcomes are more connected to performance than compe-

tencies, so its CD initiatives are more outcome-driven. The furniture manufacturer and the transportation company had little or no comment. Therefore, there are a number of reasons for implementing career development initiatives including competency, employee, and outcome-based reasons.

What is the organization's plan for the future of career development?

Again, the responses were highly diverse and unique to each company. One theme that emerged with the bank, petroleum, and oil companies was the intent to apply career development applications into more areas such as succession planning, to enhance links to HR and the business case, and to gain more managerial involvement. The government is looking to expand its core competency system and associated CD initiatives. The telecommunication company is planning to continue with its individually driven initiatives. The gas company is looking to enhance organizational awareness of employee/employer responsibility for CD. The furniture manufacturer is planning to augment its training programs, and the transportation company is hoping to engage in planning for these issues.

DISCUSSION

The results support the proposition that career development has a place in today's workplace. Some organizations surveyed made more use of career development than others, as reflected by the themes of the Organizational Career Development Inventory. Organizations would be wise to reflect on how they are affected by the external and internal pressures that were described. The bottom line for all organizations must be to establish what the business case for career development is. Will it or will it not support the strategic goals of the company, and if so, how?

Many questions arose during this study that call for further exploration. There is certainly a strong business case for career development in many settings; however, true acceptance by business will occur only when the case for career development is quantified through more formal research studies.

CONCLUSION

David Ulrich (1997) suggests that HR personnel of leading organizations will have to take a larger role in helping their organizations meet their strategic goals, particularly through their people. Just

how much of this role should be filled by career development is an ongoing question. This author suggests that it will play an ever-increasing role in organizations of the knowledge economy.

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Career Paths and Organizational Development: Expanding Alliances

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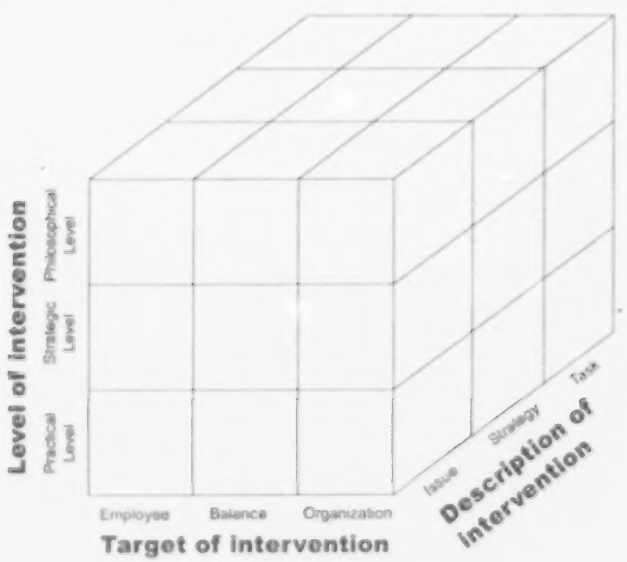
CAREER PATHS AND ORGANIZATIONAL DEVELOPMENT: EXPANDING ALLIANCES

The field of organizational career development has experienced dramatic change over the past decade. Systemic changes have affected how organizations need to be managed, and how individuals need to plan for and manage their career paths. These changes have created a need for the disciplines of organizational development planning and individual career planning to be brought into much closer alignment than ever before. Elsewhere in these collected papers, Bernes describes the Synergistic Model of Organizational Career Development, which is one of the first attempts to harness the power of best-of-practice principles from organizational development with the best-of-practice principles from individual career planning. In this article, we discuss the core issues, strategies, and tasks associated with the successful implementation of the model. In addition, we offer a list of potential strategies for balancing employee and organizational needs at each level of the model.

A FRAMEWORK FOR APPLYING THE SYNERGISTIC MODEL

DIMENSIONS OF THE SYNERGISTIC MODEL

The implementation of effective organizational career-development interventions may be conceptualized along three dimensions: the level of the intervention, the target of the intervention, and the description of the intervention.



There are three levels of intervention within an organization: the philosophical level, the strategic level, and the practical level. Interventions at any of these levels may be directed towards the employees, the organization, or the balancing and interactive processes that bring the two systems together. Finally, interventions may be thought of in terms of the central issues that need to be addressed, the general strategies that are most likely to produce positive resolution of those issues, and the specific tasks that may be employed to implement the strategies.

The central issues of organizational career development are summarized below in the form of nine critical questions (see table 1). Framing these central issues as questions encourages the exploration of possible strategies to address each issue. These strategies require that certain tasks be identified, and each task in turn becomes a focal point for a practical intervention. Examples of the issues, strategies, and tasks for balancing and interaction are now described in greater detail.

Table 1 Central Issues of Organizational Career Development

	Employee issues	**Balancing and interaction issues**	**Organizational issues**
Philosophical level	How do I become/stay meaningfully connected to the world of work?	How do we balance the long-term needs/ goals of employees and the organization?	What is our central purpose as an organization?
Strategic level	How can I enhance my career?	How do we balance the short-term needs/ goals of employees and the organization?	How can we best meet our organizational outcomes?
Practical level	How do I say employable?	How do we balance organizational demands with employee performance?	How do we ensure that employees perform tasks essential to the organization?

PHILOSOPHICAL LEVEL

At the philosophical level, the core issue faced by employees is "How do I get/stay meaningfully connected to the world of work?" Organizations must face the issue "What is our central purpose as an organization?" Thus, the balancing issue becomes "How do we balance the long-term needs of employees and the organization?"

The core strategy for helping employees deal with becoming and staying meaningfully connected to their work is to continuously seek a meaningful connection between their own vision and the outcomes that the organization is attempting to produce. Organizations, on the other hand, need to develop a broad-based conceptual framework that identifies and describes the organization's central purpose. While these strategies are rarely conducted in conjunction with each other, each is made far more potent through reciprocal confirmation. Through this process, employee ideas are heard and the organizational vision and outcomes are communicated. Thorough two-way communication provides a way that appropriate visions can be shared and acted upon. At this level, employee visions may have an impact upon organizational visions and vice-versa.

There are two broad tasks associated with the balancing/interactive process of reciprocal confirmation. For each task, examples of specific interventions are provided. Please note that the examples are intended to be illustrative, not exhaustive.

Task #1

Provide employees with the opportunity to share their visions and to have input into the organization's vision and outcomes. This conveys the message that employee opinions and ideas matter. These ideas may result in some useful outcomes for employees and for the organization. Some forums for this include:

- providing employee suggestion boxes—a safe and potentially anonymous location for employee feedback (Plas 1996);
- rewarding employees for submitting useful ideas, thereby further encouraging employee communication and providing more input to the organization (Plas 1996);
- groupware discussions wherein employees share their visions and ideas for a shared vision via computer programs that may or may not maintain participant anonymity (Quinn et al. 1996);

- value-added exercises, which involve employees in brainstorming sessions designed to generate new outcomes for the organization (Magnusson 1996); and

- gap analysis exercises, which encourage employees to participate in sessions designed to identify new ways of meeting existing organizational outcomes (Magnusson 1996).

Task #2

Share organizational vision and outcomes. Sharing the organization's vision and outcomes with employees provides a critical ingredient for the balancing and interactive process of reciprocal confirmation. Sharing this kind of information with employees greatly facilitates the likelihood of effective alignments between employee and organizational visions. This can be done through presentations, videos, individual meetings with supervisors/managers, e-mail, newsletters (Plas 1996), and/or intranets (Finney 1997).

STRATEGIC LEVEL

At the strategic level, the core issue facing employees is "How can I enhance my career?" Organizations face the issue "How can we best meet our organizational outcomes?" These issues pose the obvious questions: "How do we balance the short-term needs or goals of employees and the organization?"

The core strategy for helping employees deal with ways to enhance their careers is to develop a personal career management plan. To create a personal career management plan, employees need to develop a short-term career path or goal, which may include a plan for a new and/or enhanced contribution to organizational outcomes. The assumption at this level is that employability within the organization is achieved by demonstrating that one can make an impact upon organizational outcomes. Organizations deal with the issue of how to meet their outcomes by developing strategies or processes to attain outcome.

The challenge of the balancing and interaction at the strategic level is to optimize employee potential for contribution to the selected organizational strategies/processes. This is done through the core strategy of critical discourse. In other words, the organization and the employee first need to critically evaluate each other's respective strategies, and then explore how the personal career management plans of the individual can best be aligned with the strategies chosen by the organization. Attaining alignment may mean modifications

to the employee plan, to the organizational strategy, or both. The assumption here is that synergies are created when the short-term needs and goals of the employee and the organization are congruent. When this happens, both the employee and the organization benefit.

There are five specific tasks that will facilitate the balancing and interaction of critical discourse. Sample strategies that can be used to accomplish each task are provided after each.

Critical discourse task #1

Establish communication networks: Managers are encouraged to initiate frequent career discussions with their employees to provide support and guidance as well as to further expand on the notion of searching for ways to balance individual/organizational needs and goals (Kaye 1993; Tyler 1997). Formal and/or informal arrangements can also be made to link employees with coaches/mentors who can support, teach, facilitate, and guide them in their career decision making (Butler, Ferris, and Napier 1991; Tyler 1997). Employees can also be taught how to network and gain the referrals they may need in order to achieve their goals (Kaye 1993; Niven 1997). These programs can involve formally established organizational networks, or strategies can be informally discussed within the context of career discussions.

Critical discourse task #2

Create a database of employee competencies: Teaching employees to identify competencies through self-assessment (e.g., workbooks, workshops, or computer programs) may permit them to better align themselves with the strategies that the organization is implementing in order to reach its outcomes (Tyler 1997). Helping employees to synthesize self-assessment information with self-evaluations of performance would also allow them to establish career goals and action plans. Managers or supervisors can dramatically increase the likelihood that employees will reach their goals by helping them to set realistic timelines.

Critical discourse task #3

Align employees with required processes: Breaking down organizational outcomes into requirements for human resources makes it easier to specify employee needs for selection, deployment, and training (Butler, Ferris, and Napier 1991; Martinez 1997). Work teams can be assembled to enable employees to utilize their competencies to enhance their contribution to the organization (Lawler 1991; Plas 1996). Specific goals for each work team can further promote the attainment of organizational outcomes. Job

postings may also help align employees with required processes by providing information about positions that need to be filled and by openly displaying the criteria for selection (Belcourt et al. 1996).

Critical discourse task #4

Continue to evaluate and refine alignments to ensure employee and organizational satisfaction: Organizations can combine job redesign (Belcourt et al. 1996; Lawler 1991), job enrichment (Lawler 1991), and job rotation (Belcourt et al. 1996) in order to achieve better alignment between personal career management plans and organizational strategic plans. Adding, varying, or rotating responsibilities among employees also makes their jobs more challenging and interesting. Providing support for employee movement up, down, across, or out of the organization (Kaye 1982) may also be necessary in order to facilitate the best match between personal career management plans and organizational strategic plans. In order to meet their needs and goals, employees may need to learn how to market their services and their ideas more effectively (Niven 1997); workshops may be designed for such purposes (Lewis 1996).

Critical discourse task #5

Develop an ongoing organizational career-development program: There are several factors to consider when developing a comprehensive organizational career-development program. First, programs should be developed jointly with representatives from each of the stakeholders. Second, designing multiple interrelated interventions allows for collectively meeting the needs of both the employees and the organization (Leibowitz, Farren, and Kaye 1986). Third, conducting a pilot project prior to full-scale implementation is an effective method of testing the career development program. Starting out small and collecting feedback from participants can circumvent the possibility of repeating mistakes on a large scale. Fourth, evaluation and redesign of the program can then take place, based on the results of the pilot project. Finally, after the organizational career-development program has been redesigned, the program can be publicized throughout the organization. When the program has been generalized to the rest of the organization, the organizational career-development program can be considered complete (Leibowitz, Farren, and Kaye 1986).

PRACTICAL LEVEL

At the practical level, employees face the question "How do I stay employable?" The core strategy for helping employees to deal with the issue of remaining employable is to help them acquire and

demonstrate specific competencies. On the organizational level, organizations need to ensure that employees are competently performing tasks that are essential to the organization. Thus, the core issue for achieving balance at the practical level is to develop systems of monitoring and management that ensure that organizational expectation of competencies are accurately set and that employees are capable of and committed to demonstrating these competencies.

Four specific tasks facilitate the balancing and interaction monitoring and management. Sample strategies that can be used to accomplish each task are provided.

Monitoring and management task #1

Involve employees in establishing performance expectations: Establishing realistic expectations of performance is reciprocal. The organization can involve employees in establishing performance expectations by engaging in job and task analysis in order to determine the specific competencies required for the role or task they are attempting to fill (Butler, Ferris, and Napier 1991; Dolan and Schuler 1994; Stone and Meltz 1993). Clearly understanding these requirements facilitates employee selection, training, and evaluation. It also provides employees with specific information about the role, to help them decide if that is what they want. Analyzing high performers and using the information to enhance training and development is also an effective strategy that builds on the concept of job and task analysis. Competencies used by high performers are identified and used to establish training and development programs for other employees (Butler, Ferris, and Napier 1991).

Task #2

Communicate and reach agreement on compensation and reward systems: The development of compensation and reward systems based on performance is a good, practical monitoring and management strategy. Such systems require clear employee performance expectations, which in turn force organizations to clearly identify the organizational competencies required. Employees are then rewarded for providing what the organization has found necessary (Belcourt et al. 1996; Bencivenga 1997; Edwards and Ewen 1996a, 1996b; Hendry and Maggio 1996; Martinez 1997; Tyler 1997).

Task #3

Provide employees with necessary training and development options: Organizations need to provide training and development options that are necessary for the strategic development of staff, in accordance with the outcomes the organization is trying to achieve. In

addition, the organization must clearly identify the competencies it requires, identify how employees measure up against the required competencies, and remediate deficiencies through selected training and development programs (Butler, Ferris, and Napier 1991; Hendry and Maggio 1996; McLagan 1996; Souque 1996). Providing access to these programs also demonstrates that the organization values career development and makes it easier for employees to reach their goals (Bencivenga 1997; Butler, Ferris, and Napier 1991). Information from employee self-assessments (conducted at the strategic level) can be stored in data banks and used to set future training and development priorities (Butler, Ferris, and Napier 1991; Tyler 1997).

Task #4

Provide a forum for the review of employee performance: Performance appraisals help employees and organizations to evaluate whether performance expectations have been met (Belcourt et al. 1996; Bencivenga 1997; Martinez 1997; Stone and Meltz 1993; Tyler 1997). Discrepancies can be identified to help set training and development goals. For example, Edwards and Ewan's (1996a 1996b) 360 Degree Feedback Model has been successfully incorporated in a number of settings. A less formal strategy is to conduct periodic and more frequent employee-manager reviews of performance, and assessment of progress toward goals. These reviews provide employees with the message that the organization values ongoing dialogue, support, and performance discussions all the time—not just at the annual or biannual performance-appraisal meeting. Discussions could also take place between the employee and the manager about the alignment of employee competencies with the required organizational competencies (Hendry and Maggio 1996; Martinez 1997; Tyler 1997). These discussions reinforce the concept of balancing employee needs and goals with those of the organization.

SUMMARY

The radical restructuring of the workplace, and of worker expectations, has created a demand for a renewed model of organizational career development. In this article, we have argued the case for the implementation of the Synergistic Model of Organizational Career Development. In particular, attention needs to be paid to the balancing and interactive processes that bring individual career planning into alignment with effective organizational development strategies. The synergies that may accrue will not only bridge the gap between individual and organizational planning, but expand the alliances

between worker and employer in an increasingly competitive environment.

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Career Practitioners and the Net: Counselling, Consulting, or Consternation

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INTRODUCTION

We career practitioners have an expectation that we are knowledgeable in any current developments—including technology—related to job searching and career planning. The following paper is an exploration of how technology is affecting career development practices. It will include a discussion of the current uses of the Internet, the availability of on-line services, some concerns, and finally what role we practitioners can play.

As a career and employment counsellor, my interest in on-line services grew through my involvement with the City of Calgary—Youth Employment Centre's web site, nextNET. I have spent substantial time looking at the types of interaction on the Internet and closely monitoring the changes in our site. For this discussion I will look at everything from using the Internet as a resource to on-line counselling. I want to stress that counselling on-line is not something for us either to embrace or condemn. It is happening and it is our responsibility to explore its potential. In my reading, I was unable to find any research published on the effectiveness of on-line counselling.

PRESENT USES OF THE INTERNET

As a resource

One of the most accepted uses of the Internet is as a resource. With the advent of sites that act as gateways, such a use is becoming easier. These sites provide a directory or index of useful information that is available on the Net. Canadian gateway sites include Canada WorkInfoNet (www.workinfonet.ca/), which is a bilingual Internet directory providing over 1800 links to information sources that range from career development to financial help and community services. Another useful gateway site is the Youth Resource Network of Canada (www.youth.gc.ca/). This bilingual directory provides information about jobs; training and education; job search techniques; job opportunities; self-employment; and services and programs.

Gateway sites are very useful once a client is comfortable with the Internet. Using the Internet can be a self-directed exercise. One advantage to using on-line information is that it may be more up-to-date, given the ease with which the Internet can be revised. Furthermore, a job searcher may succeed in finding company home pages and completing employer research on-line.

Self-assessment tools

Many career sites provide information on how to research and assess yourself as the first step in career exploration. These sites tend to offer either inventories or actual assessments. It is important to note that on-line assessments are usually shortened versions of an actual assessment. In my experience, these assessments are very preliminary, and as there is seldom reliability or validity, I may use them as an introduction to career planning or simply as an exercise to illustrate how to begin generating occupational possibilities. One useful Canadian site that offers an assessment is Career Match Up (www.hrdc-drhc.gc.ca/hrib/ocd/career_prospects/matchup.html). After the user completes an interest quiz and an aptitude quiz, this interactive exercise from Human Resources Development Canada (HRDC) suggests some careers that might match a client's personality and abilities. This is a good starting point for career exploration, but the site searches only a limited number of careers, and therefore the results will include only a small sample of occupations that might be of interest.

Career and employment sites

Many sites include comprehensive job-search and career-planning information that can be an effective starting point. The City of Calgary's Youth Employment Centre site, nextNET (www.gov.calgary.ab.ca/81/next/), is a good example of this type of site. Developed in 1997, nextNET is funded by HRDC. The idea behind nextNET is to provide youth in Calgary and across Canada with access to material that will help them develop a comprehensive approach to career planning and the search for meaningful employment. This is done by incorporating original content from the Youth Employment Centre with links to the best material available elsewhere on the Internet.

On-line résumé databases

On-line résumé databases have potential, but do they live up to the hype? The effectiveness of these boards may relate to the type of work clients are looking for. I may suggest to clients that they post their résumé in a particular database, but caution them against relying solely on this method. On-line résumé databases include the National Graduate Registry (ngr.schoolnet.ca/), which allows students or recent graduates the opportunity to put their résumés into a national database that can be accessed by employers from across Canada. The Electronic Labour Exchange (www.ele-spe.org/) uses a checklist format. Employers create a profile of the position they need filled, identifying the skills, education, and experience they are looking for. Work seekers create similar profiles, using a skills checklist to describe their skills, education, and experience.

On-line job boards

On-line job boards are another area in which the hype and potential of the Internet may be greater than the actual benefit it provides the job hunter. Today, many jobs that are advertised by traditional means, such as the classified ads, can also be found on the Internet. Many career counsellors believe that perhaps only 20% of job openings are ever advertised. Therefore, whether the job listings that people use are physical or electronic, they are tapping into only a small fraction of the actual jobs out there. Some useful on-line boards include the HRC National Job Bank (jobbank.hrdc-drhc.gc.ca/). If clients are looking for job postings anywhere in Canada, this is the best place to start. For a more extensive list of job postings, check out nextNET's Jobsville (www.gov.calgary.ab.ca/81/next/81yecjob.htm).

Discussion groups

I have loosely grouped listservs, newsgroups, and forums under the term *discussion groups*. As professionals, we can often make good use of these. For those familiar with the CACEE listserv (www.cacee.com/), it provides an opportunity for people to post questions and comments for their peers. Subscribers receive all e-mails and choose which ones to respond to. It is an opportunity to discuss issues with colleagues from around the globe. Newsgroups are different, in that one needs to go to the newsgroup to review the information there. Finally, forums are discussion groups that individuals can join or simply monitor. Contact Point (www.contactpoint.ca/) posts has a variety of topics posted that one can comment on.

PRESENT ON-LINE SERVICES

The Internet has been used as a resource and for ease of communication for some time, and is quickly becoming an accepted part of a career practitioners role. It is on-line chat lines and Web counselling that are currently raising a few eyebrows. The idea of providing any type of counselling on-line is disturbing for some, and the first thing we need to do is determine what exactly we mean by counselling.

This is not a new discussion for career practitioners. Is a career practitioner a counsellor, an advisor, a resource, or all these roles? Every situation is different, and we need to decide what our abilities are and what our clients' needs are, and then act accordingly. The situation is similar for on-line services. Before we decide who should or should not participate, we must understand what we are talking about. This brings me to some of the on-line services that are currently offered.

Question and answer

Question-and-answer forums existed long before the Internet, and have traditionally been an effective way to distribute information. Leonard Holmes, a psychologist providing on-line services, has said that the on-line counselling he provides was no more than an in-depth Ann Landers (Ziff-Davis, 1996). The Q and A format may be a simple one-time question or a series of questions.

My experience with on-line Q and A has been that it is fairly successful. nextNET has a "Just Ask" section in our on-line magazine, *nextSteps* (www.cadvision.com/next/jan99/justask.htm), which allows people to submit employment and career-related questions. A review of the questions over the last two years revealed some common themes: out-of-province inquiries about the Calgary job market, questions relating to interviews, requests for referrals to other employment-related sites, and information on starting a small business.

The majority of questions focused on employment and job searching, with much smaller numbers asking for assistance in career planning. Job-search questions are easier to answer in this format. Career planning tends to be ongoing. In response, we decided to create the option for someone receiving ongoing assistance: clients complete an on-line form that looks at their present situation and their goals. To date, we have had little response to on-line advising. In speaking with other practitioners who are attempting to provide on-line services, I received similar feedback. Clients may complete some preliminary work on-line, but for more in-depth career planning, they often prefer to work in person.

Chatting

Less commonly found, chat rooms may simply be a group of people discussing a career or employment issue. Some chat rooms have scheduled times for counsellors to be present or speakers to attend. These are certainly a good opportunity for discussion and career advising. Some Canadian sites provide this service. The Canadian Council on Rehabilitation and Work supports Workink (www.workink.com/), which provides chat rooms and on-line counsellors for job searchers. Chat rooms can be cumbersome, because appointment times need to be set and there is a greater likelihood of technological difficulties. Another concern is that prospective clients may enter a chat room and find no one there. This may discourage them from returning.

On-line counselling

This tends to be the grey area that causes concern. The National Board of Certified Counselors has defined Web counselling as "the practice of professional counselling and information delivery that occurs when client(s) and counsellor are in separate or remote locations and utilize electronic means to communicate over the Internet" (National Board 1998). Given this definition, Web counselling could be via e-mail, chat, or potentially video conferencing. This brings us back to the question of how we define counselling. One Internet source defined it as "the art of listening to people and assisting them deal with their problems by weighing options, facilitating the consideration of the factors acting in that situation. Counselling can be performed through the telephone or face to face. Ideal counselling constitutes an encounter which does not involve giving advice. Counsellors may not need to be formally trained but it is preferred that they are trained" (*On-line Medical Dictionary* 1997).

This, of course, is only one definition, but there are some interesting points to consider. Can one listen to the written word? Can on-line counselling, like multiple e-mails, even exist if the counsellor is not giving advice? Finally, if we accept telephone counselling, why not on-line counselling? Research on telephone counselling indicates that the majority of people were satisfied with their experience. It had the advantage of attracting people who would have previously been unable to access counselling, including home-based people and persons with disabilities (Sampson 1997: 208).

Before we can really determine whether counselling on-line is possible, further research needs to be completed. Some have received on-line psychotherapy and felt that it was effective. One such experience was described as profoundly healing (Ainsworth 1997). If the relationship between counsellor and client is the healing factor, can that relationship be established by the written word? Obviously these questions can only begin to be answered with further discussion and research.

CONCERNS ABOUT ON-LINE COUNSELLING

Confidentiality

One of the most commonly cited concerns is confidentiality. The Internet has grown and become advanced more quickly than counsellors can keep up with. When I send an e-mail, I hope that it goes to the desired person and no one else, but I have no guarantee of this. What implications does this have for Web counselling? Will

the e-mails be secure? If you store client files on your computer, are they secure? There has been some discussion about encryption programs and this seems a viable place to start. As a counsellor, I would certainly want to consult with someone with technical expertise about risks in confidentiality.

Lack of non-verbals

Simply stated, can we counsel without being able to interpret a person's non-verbal messages? If effective telephone counselling is possible, is real-time on-line counselling different? Video conferencing takes care of the problem of non-verbals altogether.

Inability to measure process

Do on-line services allow practitioners to measure and gauge the process that is occurring? And is that really necessary? We see a lot of simple job-search questions on-line but few career planning concerns. Career planning is more a process, and perhaps people are less comfortable with using the Internet in this instance.

Responding to emergencies

In counselling sessions, there is always the potential that the client will need immediate assistance. One way to address this with on-line services would be to have a counsellor on call if a client had an immediate concern. Practitioners would have all the necessary client information, so that if an emergency arose, the local emergency services could be contacted.

Verifying identity—counsellor and client

Imagine engaging in counselling and then realizing that it was a twelve-year-old who delivered the service. Of course, if it was successful, would it really matter? A further concern is the issue of someone receiving on-line assistance, then selling the information on-line for profit. There may be little likelihood that this would occur, but it warrants consideration.

POINTS TO PONDER

Reaching more people

On-line services have the potential to reach more people than traditional services, whether users be home-based parents, persons with disabilities, or members of rural communities. On-line services may also be able to reach people who do not want to see a traditional counsellor. They may find this an option that allows them to get assistance without committing themselves or potentially feeling

stigmatized. If they are able to receive that first assistance, the likelihood may be greater that they will begin traditional counselling.

Health insurance coverage
Will Web counselling be covered by health insurance? Quick calls to Alberta Health and Blue Cross determined that on-line counselling would not be covered presently.

Potential for success
At this point we cannot say if Web counselling will be successful. As with the many types of counselling available, the effectiveness of [illegible] services may much to do with the individual counsellor and [illegible] When a client chooses a counsellor, the Web counsellor may [illegible] be one more option to consider.

As part of counselling
Does Web counselling have a place in conjunction with face-to-face counselling? Could a practitioner decrease the number of individual appointments and supplement them with e-mails or on-line sessions? Similarly, if a client moves to a new area and wants to continue with the same counsellor, would on-line services be an option?

CAREER PRACTITIONER'S ROLE

In this paper I have asked questions and raised issues that may not be able to be resolved soon without further research. And, I would like to talk about the role that practitioners can play. While I have neither fully embraced nor condemned on-line services, I do have some concerns about them.

Staying involved in the discussion
My experience with providing information on-line and interacting with clients in the question-and-answer format has been quite positive, but I have not had the opportunity to take it further, nor do I feel that is necessarily the direction I want to take. Nonetheless, I feel it is my responsibility to stay informed and active in the discussion, so that I can stay informed as well as to lower risks for clients who wish to undertake on-line counselling.

Education about using the Internet personally
Whether or not you support on-line services, as a practitioner it is becoming essential to have a basic understanding of the Internet. This becomes relevant when wanting to use resources on-line.

Practitioners are going to find themselves being short-term trainers of clients on how to use the Internet.

Research

Research is the next step that needs to be taken. On-line services are being offered and it is now important to begin looking at their effectiveness.

CONCLUSION

The purpose of this presentation was to provide an overview of on-line services available and a look at some of the concerns, benefits, and implications. I am using them for information dissemination, question and answer, and increased communication with my peers. I find all of these experiences rewarding and successful. As a career practitioner, I believe it is important to stay informed of the changes in my profession and to bring that information to my clients. Use of the Internet is one such example.

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Career Self-Management in the New World of Work

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CAREER SELF-MANAGEMENT IN THE NEW WORLD OF WORK

We know that the world of work has changed more significantly in the last ten years than in the preceding fifty years. Lifelong employment with one company is almost nonexistent now. Self-employment as a contract worker or an entrepreneur has escalated. Information technology is supporting a variety of structural arrangements, from telecommuting to individuals networked as virtual corporations. That same technology is flattening corporate power structures because there is immediate access to information by all staff. Information technology is also evolving rapidly, meaning that we have to be continuously up-skilling. So the one certainty we have is that our work world will be constantly changing.

These environmental changes mean that our sense of career stability has to come from within ourselves rather than from our work context. More important, that sense needs to be driven in a holistic manner by our own needs and priorities. After all, our work life is about ourselves.

When we talk about career self-management, we need to take seriously the fact that career planning is ongoing, not a one-time event. That ongoing process entails not only repositioning because of environmental changes, but also listening to personal and life-cycle changes in how we need to spend our energy, what engages us, and where we need or choose to work. So what are the implications?

CHANGING OUR PARADIGM

We need to make a critical shift from a paternalistic model in which we give loyalty to an employer in return for being looked after for life, to a model of being in charge of our own choices. We need to move from an other-managed approach ("Here's what I have to offer—who wants me?") to a self-managed approach ("Here's what I need to be doing—what are my options?").

The self-managed question about options may lead us to act in one of three ways. As a *survivor,* we may want to maximize our flexibility to take advantage of opportunities, within the constraints of our present work context. As a *driver,* we may elect to create our own work context, whether as an entrepreneur or as an affiliate of another organization. As a *thriver,* we may actively redefine the work context so that new opportunities emerge.

ADDRESSING OUR ENERGY PRIORITIES

In order to take seriously the fact that our work life is about ourselves, we need to be attuned to the energy that we have available for our paid work life. Traditional career models assume that professional development will, by and large, be a linear path leading from less responsibility to more responsibility over time. When, for external reasons such as downsizing, one's career path is interrupted, many experience that interruption as failure.

In actuality, there are many ways in which we need and want to expend energy, not all of which involve paid work. Our personal priorities change over time. One year our leading priority might be getting a promotion at work, while another year it might be spending time with a child or other family member. We need to rethink our concept of career path to accommodate such changes.

It may help if we think about where we want to focus our most creative energy at any given time. In doing that, we may see that sometimes we want a work environment that is very challenging and stimulating, where we are constantly learning and growing. Other times, however, we may want a job that is primarily repetitious and that we can do without a lot of thought because we want to devote our creative energy to writing or painting or personal commitments. We can think of ourselves as having five options in the type of paid work we select, each of which could be our most appropriate option at given time.

Automatic repetition
This option is the least demanding mentally (though the tasks may be physically demanding) and allows us maximum freedom to invest our energies elsewhere (in family, creative pursuits, volunteer work).

Adapting skills
This option provides us with a minimum level of professional development in our job as we explore ways to extend and apply our skill sets.

Teaching skills
This option is a bit more demanding because we have training and supervisory responsibilities that require us to invest energy in analyzing our existing skill sets so that we can articulate them to others.

Learning new skills
This option requires us to engage actively in our paid work, not only to improve performance but also to actively up-skill.

Creating new methods
This is the most energy demanding (but often most gratifying) option, and one that we would or should select only if we want our paid work to be a primary focus of our creative energy.

UNDERSTANDING OUR OPTIMAL WORK ENVIRONMENT

From time to time, we need to revisit the optimal choices about our work environment. There are five dimensions to be considered.

1. **Flexibility**
   Work contexts range from standard work hours to flex-time, and from a central work location to telecommuting. We need to be in touch with the degree of external structure that is optimal for us.

2. **Responsibility for others**
   Some people enjoy working as part of a team or mentoring others. Other people prefer to just look after themselves, without the responsibility for others. We need to understand that our desire to be engaged with others may change many times during our work life.

3. **Discretionary judgment**
   When we are wanting to conserve our energy for non-work arenas, we may be most comfortable with work responsibilities that are *scripted,* so that we have little need to make decisions. At other times, we will be bored in a scripted job and will function much better when given the authority to make judgment calls. Typically, an increase in discretionary authority is associated with progress in one's career. We need to remember that realistically our choices about the degree of discretion should be related to the total configuration of responsibilities that we have in all areas of our life, which will continue to change.

4. **Predictability**
   Work environments that are very predictable and have a high degree of routine demand much less creative energy than those where change is constant. If we have heavy demands outside of our work setting, we may welcome a more predictable work context, even though routine jobs have been stereotyped as low status.

5. **Complexity**
   Work environments that comprise sequential tasks are less demanding of our creative energy than those that require constant multi-tasking. Again we have to contend with stereotypes that give more prestige to multi-tasking positions.

Remember—paid work is only part of our *life work* and needs to be balanced against other personal priorities. We don't need to settle for any of the obvious career options if they don't fit our needs. Instead we can *vision* our future and make it happen.

Career Work, Secondary Education, and School Models

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CAREER WORK, SECONDARY EDUCATION, AND SCHOOL MODELS

SUMMARY

A European partnership developed an instrument to analyze career education, guidance, and counselling in a secondary school setting. This article provides background information on how school models can be connected to career concepts and create the basis for the published instrument: the CEG Kite.

INTRODUCTION

Should schools offer career work: career education, guidance, and counselling? Not all European countries say yes. One can find a scattered image in Europe when it comes to delivering career work. Some countries like Greece rely almost exclusively on the school, while others rely on external services to provide career guidance, as in Belgium, France, and Germany. Others operate a dual system, giving students access to help by school and external services, such as in the Netherlands and the United Kingdom.

Recently the career work offered by secondary schools in Greece, the Netherlands, and the United Kingdom has been statutory. The legislation in the three countries may differ. Schools in these three countries, however, encounter similar problems in fitting outside policy into their own daily practice. This is why we practitioners collaborated in a three-year project (1996–1999), funded by the European Union under the Socrates program. The partnership is made up of two schools in each country and one training organization: SELETE, the Technical and Vocational Training Institute in Athens, Greece; APS, the National Center for School Improvement in Utrecht, the Netherlands; and NICEC, the National Institute for Careers Education and Counselling in Cambridge, the United Kingdom. The project draws on theory, policy, and practice in the three countries. We aim to promote how the management and delivery of career work can be enhanced and how it contributes to school improvement.

In this project we developed an instrument, the CEG Kite (Oomen, et al. 1997). CEG is short for Career Education and Guidance, by the way. This instrument enables us to compare career work in the schools in the three countries where political, educational, economic, and cultural differences add to the confusion. In national and

site settings, we find this instrument also useful in helping to appreciate the significance of the delivered career work, and to support people in schools to improve their career work. This article introduces the background of the CEG Kite.

CAREER WORK: PART OF EDUCATION?

There are some considerations when questioning if career work should be part of education. While external services have better knowledge of the opportunities available, it's acknowledged that teachers frequently have better insight into the personality of the students than external services. Besides, the continuity of personal contacts in schools means that teachers can better understand what their students need, and they can give help when it is needed rather than in incidental external contacts.

Another argument for the development of career services in schools is in the possibilities that are open for integrating elements of guidance in the curriculum itself. In some countries, it is increasingly acknowledged that, if one wants students actively involved in their educational and vocational development, systematic programs are needed in the curriculum. These can help them to develop the skills, attitudes, and knowledge that they need to make such decisions and to make the accompanying transitions. These programmes are usually introduced in a period before important choices are made. These programs seem to be implemented even earlier because of the insight that attitudes and ideas—in connection with decision making about careers development—are formed at a young age (Watts et al. 1994).

Early advocates of infusing career exploration into the academic curricula, like Herr (1969), speculate that benefits to students accrue in both vocational development and academic achievement. More recent research by Gysbers and others has begun to support this view. It demonstrates that infusing career exploration into the academic curricula, within a comprehensive guidance program, may lead to enhanced student career development and academic achievement (Lapan et al. 1993). Students who attend schools with more fully implemented guidance programs believe that their education is better preparing them for their future, and they rate the climate in their school as more positive (Lapan et al. 1997). The findings, however, also point out that young women, minorities, and students from lower socio-economic backgrounds are neither

positively nor negatively affected by the level of implementation of the programs. Nevertheless, positive effects of highly developed programs are found across all schools involved in this research.

Research into career work in schools and specially preventive interventions through career education, is still limited and should be increased in response to evidence of their significant impact on students (Whiston and Sexton 1998). In our view, career work contributes to improve education in schools because there is evidence that the notion of school models and a whole-school approach are important.

CAREER WORK AND SCHOOL MODELS

There are great differences between and within European countries in the nature and scope of career services offered by their schools. For example, one can find expert teachers who are first-in-line with the student. Their area may be exclusively career work or can be combined with personal, social, emotional, and even learning support. One can find expert teachers who are second-in-line with the student and where the school gives more attention to the first-in-line role of the class tutor, who has the responsibility for the welfare and learning support of a group of students.

Another observation you might share is that *good practice* in one school doesn't seem to fit in another school. We presume that the reason for that is neither you nor the people in the school but the school model.

SCHOOL MODELS: SUBSYSTEMS

Secondary schools can be described in a variety of ways. One description, based in theory and practical application, focuses on the division of the school into two subsystems: an educational subsystem and an organizational subsystem. This method, called the Kite (CaMaPe), describes four school models representing four different prototypes of educational and organizational subsystems. The Kite has been translated to the situation in the Netherlands, the U.S. (Petri, Burkhardt 1992), Russia, Germany, and the United Kingdom.

The educational subsytem is the technical part, the primary processes, everything between the student and teacher, what happens in the

classroom. The organizational subsystem is the social part, the social processes supporting the primary task, everything between teachers that make the educational system work, such as staff meetings, informal consultation, and lines of command.

SCHOOL DEVELOPMENT

School development can be described by reference to two continua: (1) differentiation and integration of tasks, and (2) mechanistic and organic coordination.

The differentiation and integration of tasks can be understood like this. Small schools still show characteristics of a simply structured school: every teacher performs the same teaching task. From this point, schools may grow larger and start to differentiate between subjects, so there are now different tasks. Guidance may become separate from subject teaching (differentiation that asks for coordination). A side effect: better defined tasks, more transparent organization. However, task differentiation is only appropriate to a certain level. Then tasks will start to be brought together. For example, teachers and careers teachers will start to combine their differentiated efforts so that teachers include guidance activities in their lessons. Integration is successful when every teacher functions and cooperates in a variety of roles: teacher, tutor, organizer, planner, and evaluator.

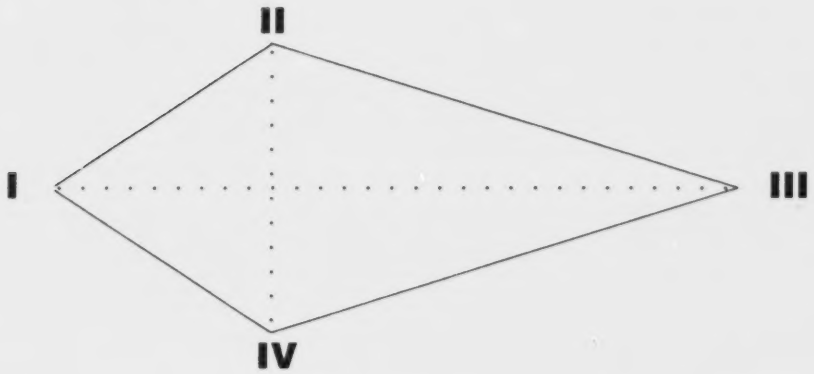
The mechanistic and organic dimension applies specifically to the methods by which work is coordinated. In a simple structure, every aspect of work can easily be overseen. As tasks become more differentiated, more coordination of tasks is necessary. At one end, it is called mechanistic: a hierarchical bureaucracy with well-defined tasks, procedures, work and output standards established by a hierarchical management, through vertical lines of direction and authority. At the other end is organic coordination, which stresses the human factor. There is an enhanced personal responsibility, interpersonal communication, horizontal and peer communication, and methods of control.

At the extreme positions, the differences between mechanistic and organic coordination are striking: Picture a school with differential departments with a clear hierarchy and tasks assigned by senior management. Compare this school with another where all teachers and counsellors regularly consult each other, based on their view of what needs to be done.

School development is a movement backward as well as forward along the two continua. Development is related to three main characteristics: (1) an increase in individuality and flexibility within a school; (2) a broadening of educational offerings, therefore a more complex organization; (3) an enhanced innovative sense in the school.

THE KITE

In the figure below, the vertical line represents the differentiation-integration continuum and the horizontal line represents the mechanistic-organic continuum. The two intersecting continua form the skeleton of a kite, depicting the steep, rapid need for coordination in the differentiation phase and a more gradually decreasing or loosening of the coordination structures in favour of the integration of tasks. In a Kite, a prototypical school model is identified at each end of the kite's axes. There are four models in all, identified I–IV.



The main characteristics of the educational (◆) and organizational (❖) system of each model are:

Model I: Selective—Segmental

- ◆ Class consists of diverse ability levels
- ◆ There is uniform, whole-class instruction, so the class is treated as a homogeneous group
- ◆ Guidance is random
- ❖ The teacher works alone
- ❖ Instruction is teacher-based
- ❖ Teacher-based (non-) organization
- ❖ School administrator shows no apparent leadership and is almost custodial

Guidance

For a segmental school to function adequately, it is very important to select students according to ability and to place them in the correct track (stream) or ability group. Therefore, the school pays some attention to career work, which is primarily aimed at helping students with their subject choices, finding the most suitable class or subject groups, and facilitating appropriate class transfers. The school employs teachers or counsellors who have specialized knowledge and skills in this type of guidance.

Model II: Tracks—Line and Staff

- ◆ Homogeneous groups that recognize ability levels or sets
- ◆ Instruction based on levels or sets
- ◆ Guidance helps placement
- ◆ Tests for each level
- ❖ School administrator makes decisions and leads
- ❖ Well-structured meetings plus consultations
- ❖ Evaluation focused on whether or not levels serve their purpose

Guidance

Teachers are formally required to perform some tasks in addition to their teaching duties such as being a tutor. In comparison with Model I, a Model II school focuses more on the individualization of education by providing students with mechanisms that support their transition to higher education. For example, students are given advice based on their actual skills and academic performance.

Model III: Mixed Ability—Collegial

- ◆ Teachers have some ownership over content
- ◆ Teachers interact more with students
- ◆ Recognition of mixed ability by regrouping within a class
- ❖ Decision making is based on consent in a team
- ❖ School administrator is member of a team on a *first among equals* basis
- ❖ All members of the team are well informed

Guidance

At least one teacher of a section fulfills the role of tutor. This task may be quite demanding, since the tutor not only has a *tutoring and pastoral role* with students, but must also communicate with other teachers about students' progress and about special problems of individual students. The tutor also communicates with all those who fulfill other guidance roles for the students, such as career and vocational consultants, remedial (special needs) teachers, and/or

counsellors. Most of these contacts are not strongly formalized but may be quite frequent or personalized.

Model IV: Innovative—Learning Team

- ◆ The content is student-based
- ◆ Real world curriculum
- ◆ Cooperative and independent learning
- ❖ Team work
- ❖ Balanced decision making with rapport between senior management and team
- ❖ Vision-based strategies

Guidance

Every teacher fulfills a guidance role as well as a teaching role, so teacher training extends beyond the traditional subject-oriented training. Teachers are encouraged to "forget" their previous training and become *generalist*, learning new and better techniques for relating to their students. Intensive in-service training is a requirement for small modular teams to function successfully.

Schools find the Kite useful in several ways. It can be used for diagnosis and reflection on their own educational and organizational systems; as a framework to guide restructuring; or as a framework for evaluating a program, practice, or process. Most often the Kite is used as a diagnostic and reflective tool.

SCHOOL MODELS AND CONCEPTS OF CAREER WORK

While applying the Kite to career work, we identified a correlation between particular career theories and the educational concepts of the four school models. Although the concepts of career show some overlap, some are likely to fit into the given school models of the Kite. The *matching* concepts in career do fit very well with models I and II. They have similar emphasis on a situation taken for granted and a focus on well-defined structures. The latter part especially relates to the concept of person-environment fit, while the trait-and-factor concept resembles more the concept of model II. The decision-making approach in career fits within a well-structured model such as model II. But depending on the content of the decision, it may tend to a more flexible model III as well. Personal development concepts in career fit very well in model III, just like social learning concepts with its emphasis on personal constructs. The sociological/economical concepts in career primarily tend to match the well-structured model II. In some ways, it even fits with the ideology of model I that is taken for granted. More multi-disciplinary concepts

in career like those of Herr (1997) fit in model IV, with its emphasis on broadening the scope of education and career development.

Care is needed when attempting to match school models and career work. Schools usually show a mix of prototypical school models and that mix applies to their career work as well. The similarities, however, seem to have significance. They may contrast the difficulties in developing career work in a particular school unless there is congruence between the school model and the concept of career.

MAPPING CAREER WORK

When reviewing key elements of career work in any school, we identified five components that illuminate the differences:

- the goals of the career curriculum;
- the structure of the career curriculum;
- the relation of career work to subjects and teaching;
- the policies on career work; and
- the organizational structures.

Student and teacher response to these elements were analyzed and defined using the descriptions of the four school models. Presently, the CEG Kite consists of some sub-components.

With the CEG Kite, we are able to map career work within any secondary school with the people involved. Together we can answer important questions about implementing career work:

1. How far can the careers program develop and what can it look like in reality?
2. Which group(s) within the school can best plan and implement the program?
3. Where are the boundaries of expanding participants' roles and relationships?
4. What types of skills training are most relevant?

If career work can improve schools, the integration of career work into the schools' subsystems is relevant. How far career work in schools is integrated and can be estimated on a matrix that expresses the cooperation between the career work organization and the teaching organization with the following dimensions:

- task differentiation of career work;

- communication between career work organization and the teaching organization;
- communication between teacher and student; and
- training of involved staff.

CONCLUSION

People involved in career work in secondary education like their work to improve the education of the students in preparation for the future. The CEG Kite supports the identification of *what, how,* and *by whom* can be implemented and investigates ways in which it could improve schools.

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Carrière et personnalité : deux concepts liés?

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CARRIÈRE ET PERSONNALITÉ : DEUX CONCEPTS LIÉS?

Se pourrait-il que des traits caractéristiques de la personnalité d'un individu soient liés à des inquiétudes particulières par rapport à sa vie de travail? C'est principalement à cette question que nous tenterons de répondre grâce aux données d'une recherche menée auprès d'un échantillon de 250 adultes en emploi ou sans emploi et d'âges variés. Après avoir situé le contexte de l'étude, nous présenterons les deux instruments de mesure qui ont servi à la collecte des informations et nous expliquerons les principaux résultats observés. Quelques implications seront aussi dégagées pour la pratique en orientation.

Contexte de l'étude

Depuis plusieurs années, divers changements se produisent au sein de notre société. Sur le plan démographique, nous remarquons une tendance au vieillissement de la population. Selon une étude sur la réalité des aînés québécois (Gouvernement du Québec, 1997), la proportion des personnes âgées de 65 ans et plus augmentera considérablement au cours des prochaines années, allant jusqu'à 26,9 % en 2041. Sur le plan économique, nous assistons à une restructuration du processus de travail, due en grande partie à une révolution technologique : les machines remplacent toujours davantage les êtres humains dans la plupart des secteurs et des branches de l'économie mondiale (Bridges, 1995; Rifkin, 1996). Engelhard (1998) prévoit même « qu'un jour — qui n'est peut-être pas si loin — la quasi-totalité de la production de la planète sera probablement assurée par 20 % ou 30 % de la population active du monde » (p. 5 et 6), ce qui signifie qu'un peu plus de 75 % de la production serait effectuée par des machines. Ce rythme soutenu de l'automatisation a aussi pour effet de modifier les formes d'emploi (sous-traitance, travail à contrat, travail en partenariat, etc.), en plus de forcer les gens à apprendre et à inventer de nouvelles façons de travailler. Sur le plan politique, nous constatons que la plupart des gouvernements effectuent des compressions budgétaires sans précédent dans plusieurs domaines, dont la santé et l'éducation.

L'ensemble de ces changements qui perturbent en profondeur le monde du travail affectent nécessairement la vie personnelle et professionnelle des individus. Souvent, la plupart d'entre eux se sentent complètement désemparés devant le gigantisme de la transition à affronter et éprouvent de la difficulté à réaliser les changements de carrière qui s'imposent (Rifkin, 1996). Ils recherchent ainsi de l'aide auprès des conseillers d'orientation en vue de résoudre cette situation problématique. Il devient donc important pour ces

professionnels de mieux comprendre le développement de carrière de l'adulte en tenant compte de ses caractéristiques personnelles et professionnelles. C'est dans cette perspective que nous avons mené notre projet de recherche.

Le développement de carrière de l'adulte

Bien qu'il existe diverses formulations théoriques du développement de carrière de l'adulte (Brown, Brooks & Associates, 1996; Herr et Cramer, 1988; Kimmel, 1990; Lea et Leibowitz, 1992; Osipow et Fitzgerald, 1996), nous avons retenu celle relative à la théorie de Super (Super, 1985; Super, Savickas et Super, 1996). Après avoir considérablement modifié et élargi son concept de carrière pour le définir comme la combinaison et la suite des rôles exercés par une personne au cours de sa vie, ce théoricien a illustré sa conception du développement de carrière à l'aide d'un schéma intitulé Life-Career Rainbow ou Arc-en-ciel de la carrière.

Cette figure comprend deux types de déterminants du développement de carrière : situationnels (école, famille, économie, marché du travail, etc.) et personnels (besoins, intérêts, valeurs, aptitudes, etc.). Elle contient aussi neuf rôles principaux joués par une personne au cours de sa vie : enfant, étudiant, travailleur, citoyen, conjoint, personne au foyer, parent, personne retraitée, personne en situation de loisirs. Super (1980) mentionne également que ces rôles sont exercés dans divers lieux ou théâtres : maison, école, communauté, monde du travail.

Chacun de ces rôles de vie est situé en fonction de cinq stades de développement. Ces stades, leurs âges approximatifs et leurs tâches de développement s'établissent comme suit.

1. Croissance : 13 ans et moins (préoccupation, contrôle, conviction et compétence par rapport à la carrière).

2. Exploration : 14 à 24 ans (cristallisation, spécification, réalisation).

3. Établissement : 25 à 44 ans (stabilisation, consolidation, avancement).

4. Maintien : 45 à 65 ans (conservation de sa position, mise à jour, innovation).

5. Désengagement : plus de 65 ans (ralentissement, planification de la retraite, vie de retraité).

Ce théoricien compare ces stades à des cycles de la vie et précise qu'ils comportent des minicycles correspondant au passage entre les principaux stades de la vie et impliquant nécessairement une transition ou un recyclage. Il ajoute que chaque transition offre à nouveau à la personne une possibilité de croissance, d'exploration et d'établissement.

Sa conception du développement de carrière constitue donc un aspect du développement général de l'individu où il faut tenir compte de l'évolution des personnes et des contextes. C'est d'ailleurs dans cette optique qu'il a développé pour les adultes un nouveau concept de maturité vocationnelle qu'il a appelé adaptabilité à la carrière. En plus d'évoquer clairement l'interaction entre la personne et son environnement, ce concept fait davantage référence à la capacité d'adaptation nécessaire lors des périodes de questionnements et de réorganisations qui se produisent au cours du développement de carrière.

Une mesure d'adaptabilité à la carrière intitulée Adult Career Concerns Inventory ou ACCI a aussi été développée par Super et autres (1988). Cet instrument a été traduit et adapté en français par Dupont, Gingras et Tétreau (1991) sous le titre d'Inventaire des préoccupations de carrière (IPC). Il vise à mesurer les préoccupations de carrière actuelles des adultes de 15 ans et plus en rapport avec les stades de développement préalablement mentionnés (exception faite de celui de la croissance) et les trois tâches de développement qui sont associées à chacun. Chacune de ces 12 tâches est représentée par 5 énoncés décrivant des attitudes et des comportements relatifs au développement de carrière. Le sujet doit répondre à ces 60 énoncés en indiquant son degré de préoccupation sur une échelle de type Likert calibrée en 5 points : (1) pas du tout; (2) un peu; (3) moyennement; (4) fortement; (5) très fortement. Une dernière question (énoncé 61) consiste à connaître les attitudes et les projets du sujet face à un changement possible dans sa carrière. La durée pour répondre aux énoncés est d'environ 15 minutes, et le mode de correction manuelle fournit des scores bruts qui peuvent être transformés en percentiles et en scores moyens.

En plus du modèle en arc-en-ciel et de l'Inventaire des préoccupations de carrière, Super (1990) a élaboré un graphique pour rendre compte de sa conception théorique du développement de carrière et notamment des principaux facteurs d'influence de ce processus. Il s'agit de l'Arche des déterminants de la carrière (The Archway of Career Determinants) qui est formée de plusieurs composantes se reportant aux caractéristiques individuelles et environnementales,

aux stades de développement, aux concepts de soi, etc. Parmi les diverses constituantes propres à la personne figurant sur ce graphique, nous avons retenu de façon particulière la personnalité.

La personnalité de l'adulte

La personnalité est un concept fort complexe à définir, car, selon Pervin (1990), il y a autant de définitions différentes qu'il y a d'auteurs qui en traitent. De façon générale, la personnalité est quelque chose d'unique, d'organisée et de relativement stable chez l'individu, qui permet d'expliquer les manières caractéristiques et distinctives dont il se comporte à l'égard des autres (Morgan, 1976).

La personnalité peut être décrite selon deux approches. Les types de personnalité représentent « un ensemble de traits susceptibles d'expliciter le comportement humain » (Riverin-Simard, 1996, p. 65). Ces approches « regroupent habituellement les gens en catégories distinctes (introvertis ou extravertis) et tentent d'expliquer le comportement à partir de ces types » (Hilgard, 1980, p. 13). La typologie RIASEC de Holland (1997) en est un autre exemple. Pour leur part, les traits de personnalité désignent « toute caractéristique par rapport à laquelle une personne se différencie d'une autre d'une façon relativement permanente et cohérente » (Hilgard, 1980, p. 13). Ces approches utilisent des termes du langage courant qui sont en fait des traits ou des caractéristiques que l'on attribue aux autres (et à soi-même) pour décrire la manière dont les individus se comportent généralement dans la vie quotidienne et dans leurs interactions sociales.

Selon plusieurs psychologues (Allport, 1970; Cattell, 1946; Gough, 1957, 1987), le trait constitue une unité de base adéquate pour décrire et analyser la personnalité. D'après Gough (1957, 1987), qui est justement retenu dans le modèle de l'Arche des déterminants de la carrière de Super (1990), les traits les plus importants sont ceux qu'il nomme « les concepts folkloriques » ou Folks Concepts (dominance, responsabilité, délinquance, sociabilité, etc.). Pour lui, l'utilisation de ces concepts présente de nombreux avantages : ils sont facilement compréhensibles pour le commun des mortels; ils ont une certaine pertinence interculturelle; ils s'avèrent de bons prédicteurs pour des critères socialement importants comme le choix d'un programme d'étude et la réussite scolaire.

C'est en se basant sur ce genre de concepts que Gough (1957, 1987) a construit son inventaire de la personnalité intitulé Inventaire psychologique de Californie (California Personality Inventory ou CPI), dont la dernière version comprend 462 énoncés et 20 échelles. Il s'agit d'un questionnaire papier-crayon où l'individu de 13 ans et

ou plus lit chacun des énoncés et exprime son opinion en répondant par « vrai » ou « faux ». Le temps d'administration est de 45 à 60 minutes, et la correction peut être effectuée à l'aide de l'informatique ou de façon manuelle au moyen de grilles de correction. Des scores bruts sont fournis pour chacune des 20 échelles et ils doivent être transformés en score T (moyenne de 50 et écart type de 10) pour établir le profil du répondant.

Même si l'Inventaire des préoccupations de carrière et l'Inventaire psychologique de Californie ont été utilisés dans de nombreuses recherches et qu'ils font encore l'objet de plusieurs études, aucune de celles-ci ne semblait rejoindre notre intention de recherche.

La relation entre les préoccupations de carrière et les traits de la personnalité

Afin de vérifier s'il existait un lien entre les préoccupations de carrière et les traits de la personnalité, nous avons récemment fait passer ces deux instruments à un groupe de 250 adultes de la région de l'Estrie. Ils proviennent de services d'aide à l'employabilité (23 %), d'entreprises (32 %), de centres d'éducation des adultes (26 %) et d'autres organismes tels que des clubs sociaux, des clubs de l'âge d'or et des entreprises privées (19 %). Il s'agit d'hommes (42 %) et de femmes (58 %) dont l'âge moyen est de 37,6 ans. Près de la moitié d'entre eux (45 %) ont un diplôme d'études secondaires ou moins. Le reste des sujets (55 %) possède un diplôme d'études collégiales (27 %), un diplôme universitaire (26 %) ou n'ont rien indiqué à ce sujet (2 %). Près de 40 % de ces adultes ont un emploi et 57 % sont sans emploi; 3 % des sujets n'ont pas répondu à cette question.

D'abord, nous avons effectué une analyse descriptive des données obtenues aux échelles du CPI en fonction du genre. Tant chez les femmes que chez les hommes, les résultats produits suivent une distribution normale. De plus, les moyennes et les écarts types calculés à chacune des échelles sont semblables à ceux de l'échantillon normatif. En outre, les résultats de l'analyse descriptive des données obtenues à l'Inventaire des préoccupations de carrière suivent également une distribution normale. Aussi, les moyennes et les écarts types calculés à partir des réponses de notre échantillon, pour chacun des stades de développement de carrière, sont équivalents à ceux obtenus dans d'autres études dont celle de Gingras, Tétreau et Dupont (1994).

Par la suite, nous avons effectué une analyse de corrélation entre les données obtenues aux échelles du CPI ainsi qu'aux stades et aux

tâches de l'IPC, compte tenu du genre des adultes rejoints. Les résultats révèlent que la majorité des coefficients de corrélation ont une valeur négative et faible autant chez les hommes (-0,39 à 0,00) que chez les femmes (-0,38 et 0,00). Ces coefficients de corrélation négatifs, dont les valeurs se situent très près de zéro, semblent indiquer une absence de relation entre les préoccupations de carrière et les traits de la personnalité. C'est-à-dire qu'ils expriment une relation qui tend vers une indépendance entre ces deux variables.

À première vue, ces résultats peuvent être considérés comme une preuve indirecte de la validité de construit de chacun de ces deux instruments : la faiblesse des corrélations indique que le CPI ne mesure pas des préoccupations de carrière et que l'IPC ne mesure pas des traits de la personnalité, chaque instrument mesurant ainsi son propre construit. D'autres éléments pourraient aussi expliquer cette tendance vers une absence de relation entre les résultats observés. Selon McCrea et Costa (1990), la personnalité de l'adulte est une variable qui ne se modifie pas beaucoup au fil des ans; elle est par conséquent relativement stable. De leur côté, les préoccupations de carrière peuvent changer en fonction du vécu de l'adulte au moment où ils répondent au questionnaire. Elles seraient ainsi moins stables dans le temps que les traits de la personnalité. D'ailleurs, il est important de rappeler que l'IPC est une mesure ponctuelle des tâches de développement qui préoccupent actuellement l'adulte. Cette distinction entre ces deux variables pourrait donc justifier les résultats observés.

Aussi, dans cette étude, nous avons choisi de décrire la personnalité à partir des traits plutôt que des types. Nous avons par conséquent opté pour une mesure très précise de la personnalité au lieu d'une mesure plus large et plus simple. Cela nous amène à nous demander si nous aurions des résultats différents en décrivant la personnalité à partir de types plutôt que de traits. Étant donné qu'il est possible, avec les réponses fournies à certaines échelles du CPI, de classer les individus selon quatre types de personnalité que Gough (1987) a identifiés comme étant les types Alpha, Beta, Gamma et Delta, d'autres analyses seront effectuées en ce sens pour préciser les résultats que nous avons obtenus jusqu'à maintenant.

CONCLUSION

Nous sommes convaincues que faire ces deux inventaires revêt une utilité certaine pour le conseiller d'orientation qui cherche à comprendre, expliquer et prédire divers aspects du développement

de carrière des adultes. Ainsi, les réponses données à ces instruments par le client peuvent être spécialement facilitantes pour stimuler la discussion individuellement ou en groupe. Elles peuvent également fournir plusieurs informations au conseiller pour mieux identifier et clarifier des problèmes d'ordre personnel et professionnel en vue d'effectuer une intervention plus appropriée.

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Cross-cultural Transitions and Career Development: Thrills, Spills, and Skills!

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INTRODUCTION

The changing world of work requires employees to have cross-cultural competencies for managing their career development. Shifting cultural and economic forces have created unprecedented opportunities for working in new ways and in new settings. As borders of trade, travel, and immigration shift throughout the world, people need to be prepared for working with others whose cultural background differs from their own (Herr 1993a, 1993b; Herr, Amundson, and Borgen 1990; Westwood and Quintrell 1994).

Shifting cultural forces offer tremendous potential for collaboration with people from diverse backgrounds. Along with emerging opportunities, there are also barriers and challenges. For example, culturally diverse populations continue to face both internal and external barriers in their career development. Organizations that are developing mandates to internationalize face challenges in motivating employees to embrace new ways of viewing the organization and their work roles. The competencies that employees need in order to be marketable in an international labour force include an understanding of cross-cultural transitions, as well as skills for cross-cultural effectiveness. Consequently, career development practices are needed to assist individuals and organizations in a world of work that is increasingly characterized by cross-cultural contexts. Career practitioners have a pivotal role in preparing people with skills for managing cross-cultural transitions (Arthur 1999).

CROSS-CULTURAL ISSUES IN CAREER DEVELOPMENT

The increasing cultural diversity of Canada's labour pool can be accounted for by shifting patterns of immigration. While immigration rates have remained stable, source countries of immigrants have shifted (Esses and Gardner 1996), introducing diverse cultural backgrounds and customs to Canadian society. There is considerable variation in acculturation patterns (Berry 1997), and new Canadians continue to face substantial employment barriers, i.e., language competency, transfer of credentials, access to education and employment programs, and systemic racism in social and employment practices (Westwood and Ishiyama 1991). Career practitioners require specialized training to be knowledgeable about the barriers faced by diverse populations and to develop culturally responsive career practices (Coleman and Barker 1992).

In the workplace, employers are challenged to provide effective leadership to employees whose capacity to respond to shifting market needs are essential for organizational success (Goodman 1994; Granrose and Oskamp 1997). This includes leadership in promoting productive workplace relationships between people from culturally diverse backgrounds. In addition to cultural diversity within organizations, Canadians are facing challenges in the marketplace of the larger, global economy (Herr et al. 1990; Westwood and Quentrell 1994). Many employment and educational institutions are implementing mandates to internationalize central products, programs, and services. Although this trend has led to expanded international employment opportunities for Canadians in both national and foreign settings, it has also increased pressure for worker mobility (Herr 1993b, Herr et al. 1990). Inadequate preparation for roles in the international workplace is costly to both organizations and individuals. Negative cross-cultural relationships can have serious consequences for workers in terms of their future career development and for the organization's future success in international markets (Kealey and Protheroe 1996; Ward and Kennedy 1993). Lack of attention to the career development needs of repatriated employees in the *transition home* can also lead to missed opportunities for keeping the expertise of international workers within an organization (Gregerson 1992).

Cutting across these changing organizational and environmental factors is the need for employees to have effective skills for interacting with people whose background and experience are diverse from their own. The changing world of work requires that employees expand their repertoire of competencies for managing their career development. As Canada's population and economy become increasingly interdependent with those of other nations, the future of work is strongly influenced by the capacity of workers to manage cross-cultural transitions (Arthur 1998a).

THE NATURE OF CROSS-CULTURAL TRANSITIONS

During transitions, individuals experience a shift in personal assumptions or world view (Schlossberg 1984, 1992). People often perceive transition as threatening because familiar ways of interacting or usual routines may be disrupted. During cross-cultural transitions, it is exposure to norms and behaviour that contrast with one's own culture that pose challenges for an individual's understanding of self, assumptions about others, or the beliefs about the

world (Ishiyama 1995). Career transitions to new cultural contexts may require only temporary exposure or long-term commitments to working with other people who do not share cultural values. Whereas transitions typically studied have involved prolonged contact, either extensive contact or situational contact in cross-cultural contexts can prompt the need for personal adjustment. Even with varying contact time, people in cross-cultural transition are immediately immersed in situations that require learning and adjustment to new demands. Disruptions to familiar ways of interacting and usual sources of personal validation, along with the need for rapidly acquiring culturally appropriate responses, can lead to a sense of confusion and conflict traditionally associated with culture shock (Ishiyama 1995; Winkelman 1994). Although cross-cultural transitions may include difficult adjustments, what appears to be underrepresented in the literature is the potential for profound learning and personal growth.

SKILLS FOR MANAGING CROSS-CULTURAL TRANSITIONS

Career development programs may not realistically prepare people for all situations they encounter in cross-cultural transitions. However, career planning can assist people to identify and develop core competencies. Although many of the competencies outlined in the following sections are important skills in daily living, the demands of cross-cultural transitions make them essential.

SELF-AWARENESS ABOUT CULTURE

People display ethnocentrism when their behaviour is based in culturally specific values and when they do not incorporate culturally relevant information about the people around them. In other words, "what people bring" to cross-cultural transitions is as critical as factors in the environment. Self-awareness is key to understanding the reciprocal influences of culture during interactions with people from diverse backgrounds. Therefore, diversity training programs in the workplace need to focus on assisting employees to learn about cultural influences on their own behaviour as well as the behaviour of others (Granrose and Oscamp 1997).

COMMUNICATION ACROSS CULTURES

Effective communication skills, including communication with members of the same culture, are critical for success in cross-cultural transitions. As most cross-cultural employment projects require

effective interactions for success, team-building strategies and strategies for managing interpersonal differences are essential (Arthur, in press; Saphiere 1996). Interpersonal relations can become strained with the additional demands of adjustment required in new cultural contexts. Effective communication is needed to enhance group dynamics and problem-solving capacity. However, skills that are effective for communicating with people from a similar background may have to be modified for relating to people from culturally diverse backgrounds. Communication for cultural diversity requires competencies for interpreting meanings and responding in culturally appropriate ways.

DECISION MAKING IN CROSS-CULTURAL CONTEXTS

Exposure to new cultural contexts may overtax people's typical strategies used in decision making. Exposure to different values may create either additional opportunities or restricted choices. Decisions that represent a shift to the values of the new culture must be carefully reviewed for their short- and long-term consequences. Although an individual may wish to pursue available choices, there can be severe and long-lasting consequences for going against the expectations of significant others in one's culture of origin. A central dilemma for decision making pivots upon how far people in cross-cultural transition are prepared to go to preserve traditional values while pursuing available goals and opportunities. Decisions made in one cultural context can have profound implications for participation in roles defined by contrasting cultural values (Arthur 1998b).

CONFLICT RESOLUTION SKILLS

Conflict management in cross-cultural relationships is made more complex by two factors. The possibility of conflict is greater due to the potential for miscommunication and misunderstanding between people who hold different cultural values. Conflict resolution may also be more difficult as competing perspectives can pose barriers to identifying mutual interests. Although confrontation and mediation are difficult cross-cultural skills, they are essential for managing cross-cultural transitions. An innovative approach to cross-cultural conflict and mediation is the Interpersonal Cultural Grid (Pedersen 1993) in which a taxonomy of behaviours and expectations is used to help people from culturally diverse backgrounds discover common goals. Effective strategies for negotiating conflict can minimize differences and keep the focus of interactions on similarities and areas of mutual benefit.

STRESS MANAGEMENT SKILLS

Skill training in stress management can help people identify and mobilize coping strategies in response to the perceived demands of cross-cultural transitions (Walton 1990). Information about cultural expectations and potential adjustments may be useful for anticipatory coping. People can benefit from an audit of their coping strategies. Even though demands may be different and preferred coping resources inaccessible during cross-cultural transitions, knowledge of the function and forms of coping can assist people to build temporary structures, routines, and ways of seeking social support.

MONITORING PERSONAL ADJUSTMENT IN CROSS-CULTURAL TRANSITIONS

When people experience difficulties, it is easy to lose sight of personal competencies, and there can be a tendency to evaluate cross-cultural transitions in absolute terms such as positive and negative or success and failure. Monitoring specific areas of competency and successes in managing cross-cultural transitions can be both rewarding and motivating. For example, critical incidents that involve specific demands of cross-cultural transitions can be recorded. Critical incidents can be used as the basis to adjust coping efforts by either individuals and work teams who are operating in a cross-cultural environment (Arthur, in press).

SEEKING LEARNING OPPORTUNITIES IN CROSS-CULTURAL TRANSITIONS

While experiencing the difficulties frequently associated with culture shock, it is easy to lose sight of the potential benefits of transition. However, cross-cultural transitions can provide people with opportunities to learn new ways of relating and viewing the world around them. While transitions may require letting go of certain ways and behaviour, e.g., cultural shedding, they also offer the potential for immense cultural learning (Berry 1997). Keeping sight of personal goals and monitoring progress are strategies that can help people to stay motivated and to discover their positive experiences of transition.

CONCLUSION

With increasing opportunities for employment mobility nationally and internationally, Canadians must be prepared for work roles that involve cross-cultural transitions. Without adequate preparation, employees struggle with the many demands of working in unfamiliar

cultural contexts. The changing world of work requires that cross-cultural competencies be integral features of career development. In order to equip people for the workplace of the future, career planning must include preparation for working with people from other cultures and in diverse settings. Those people who have had the foresight to incorporate skills for managing cross-cultural transitions into their career development will be better prepared for the workplace of the future.

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Étude comparative des conflits travail-famille entre conjoints

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INTRODUCTION

Des changements démographiques, économiques et sociaux, telles la baisse du taux de natalité, la recrudescence des couples à double revenu et l'augmentation des familles monoparentales ont amené les chercheurs à s'intéresser au lien entre le travail et la vie familiale (Van Der Klaauw, 1996). Depuis, plusieurs processus sont proposés pour expliquer la relation entre ces deux sphères de vie (Zedeck et Mosier, 1990). Une des conceptions les plus soutenues empiriquement est celle du conflit (Aryee, 1992). Celle-ci présume que les individus disposent d'une certaine quantité de temps et d'énergie et que chaque rôle exercé en requiert une partie. L'engagement dans de multiples rôles tend ainsi à drainer de l'énergie et à causer du stress ou des conflits interrôles (Marks, 1977).

Des études révèlent que les femmes ont plus de difficulté à concilier les exigences du travail avec celles de la famille, car elles assument la responsabilité première de la vie familiale (Wiersma, 1990). Cependant, les conflits travail-famille ne seraient pas seulement féminins, mais un problème que peut vivre toute personne qui travaille et qui assume des responsabilités familiales (St-Onge et autres, 1994).

De nombreux écrits font état des effets négatifs des conflits travail-famille sur le bien-être de l'individu. Des liens sont observés avec plusieurs composantes de la qualité de vie, telles la satisfaction au travail, l'ajustement conjugal, la satisfaction face à la vie, la santé physique et mentale (Ahmad, 1996). Toutefois, peu d'auteurs se sont penchés sur les conflits entre le travail et les divers rôles familiaux, et ce, même si chacun des rôles exercés par une personne diffère sur le plan des perceptions, des attentes et des comportements (Aryee, 1992). Aussi, seulement quelques recherches ont examiné le couple comme unité d'analyse et vérifié à quel point le stress vécu par l'un des conjoints affecte l'autre (Jones et Fletcher, 1993). Les quelques études dans ce domaine concernent principalement l'effet du stress vécu par l'homme au travail sur sa conjointe et ne traitent que très rarement des conflits travail-famille (Hammer, Allen et Grigsby, 1997).

OBJECTIFS

Cette étude vise à comparer la perception qu'ont des conjoints d'un ensemble de facteurs personnels, familiaux et organisationnels liés aux conflits travail-famille (Lachance et Tétreau, 1997), en

considérant les divers rôles familiaux. Puis, tout en tenant compte des liens entre les conflits travail-famille et le bien-être individuel, cette étude a pour but de vérifier à quel point les conflits vécus par l'un des conjoints peuvent être associés au bien-être de l'autre.

MÉTHODE

Déroulement et participants

Au total, 486 participants ont été recrutés dans le cadre d'un programme de recherche plus vaste visant le développement et la validation d'un modèle explicatif des conflits travail-famille selon le sexe, le stade de carrière et le cycle de vie. Cet échantillon provient principalement du réseau de la santé. Les données ont été recueillies à l'aide d'un questionnaire envoyé par la poste et qui exigeait environ 60 minutes pour être rempli. Trois critères de sélection ont été appliqués : (1) avoir plus de 18 ans, (2) travailler un minimum de 17,5 heures par semaine et (3) vivre en couple depuis au moins 6 mois. Parmi les participants, 62 couples ont reçu par la poste une copie du questionnaire dans des enveloppes séparées et en ayant pour consigne de répondre individuellement. Leur durée moyenne de vie commune s'élève à 10,57 années ($\underline{s}$=*8.40)*.

Instruments

La majorité des instruments retenus ont fait l'objet d'une validation en langue française et démontrent des propriétés psychométriques fort satisfaisantes. Il s'agit de l'inventaire des préoccupations de carrière chez l'adulte (Gingras, Durocher et Tétreau, 1995); de l'échelle de l'importance des rôles dans la vie (Lachance et Tétreau, accepté); de la mesure de conflit et d'ambiguïté de rôle (Lachance, Tétreau et Pépin, 1997); de l'échelle d'ajustement dyadique (Baillargeon, Dubois et Marineau, 1986); de l'échelle de satisfaction globale au travail (Blais et autres, 1991); de l'indice de détresse psychologique de l'Enquête Santé Québec (Préville et autres, 1992); et de l'échelle de satisfaction de vie (Blais et autres, 1989).

Le *Work Spillover Scale* (Small et Riley, 1990) et les items de surcharge de travail proposés par Beehr, Walsch et Taber (1976) et par Bacharach, Bamberger et Conley (1990) ont été traduits à l'aide de la méthode parallèle inversée. Leurs qualités psychométriques ont été vérifiées. Chaque participant a aussi été interrogé sur un ensemble de variables sociodémographiques ainsi que sur le nombre d'heures consacrées à différentes activités (en considérant un jour représentatif de la semaine et du week-end), telles que le travail, les tâches ménagères, les soins apportés aux enfants, les sorties avec le

conjoint, les loisirs et les études. Enfin, des questions ont évalué la fréquence de problèmes de santé survenus au cours du dernier mois et l'inflexibilité de l'horaire du participant et de son conjoint.

RÉSULTATS

Les caractéristiques sociodémographiques des hommes ont été comparées à celles de leur conjointe. Plusieurs différences sont notées. Les hommes sont plus âgés et rapportent un revenu supérieur à celui de leur conjointe. De plus, la proportion d'hommes dans les postes de direction ainsi que dans le personnel de métiers est supérieure à celle des femmes. À l'inverse, les femmes sont plus nombreuses à faire partie du personnel de bureau ou de soins infir-miers. Aucune différence n'est observée quant à la scolarité, le statut d'emploi et l'horaire de travail.

Le temps alloué à diverses activités en semaine et pendant la fin de semaine a également fait l'objet de comparaisons. Le nombre d'heures de travail (incluant les heures supplémentaires) par semaine est plus élevé chez les hommes que chez leurs conjointes. Pour leur part, les femmes disent passer plus de temps à prodiguer des soins aux enfants durant la semaine; aucune différence significative n'est observée le week-end. Alors que les deux conjoints effectuent de façon comparable les tâches ménagères pendant la semaine, les femmes y investissent plus de temps les week-ends. Quant aux hommes, ils allouent en général plus de temps aux travaux autour de la maison et considèrent avoir plus de temps à consacrer aux loisirs par semaine.

En ce qui a trait aux instruments (voir tableau 1), les femmes obtiennent des scores supérieurs à deux échelles de l'inventaire des préoccupations de carrière : exploration et désengagement. De plus, elles disent valoriser et s'engager davantage dans le rôle de parent que leur conjoint. Comparativement aux hommes, les femmes considèrent que leur conjoint valorise davantage le travail. D'ailleurs, les hommes se disent plus engagés dans le rôle de travailleur. Les femmes rapportent aussi un horaire moins flexible, une plus grande surcharge de travail et se considèrent moins satisfaites de leur travail que leur conjoint. Quant aux divers types de conflits travail-famille, les femmes obtiennent des scores plus élevés aux échelles conflits travail-loisirs et travail-ménage. Elles rapportent également plus de détresse psychologique et plus de problèmes de santé au cours du dernier mois.

Tableau 1 Coefficients alpha et comparaison de moyennes à l'ensemble des mesures selon le sexe

VARIABLES	ALPHA		MOYENNES ET ÉCARTS TYPES				
	HOMMES	FEMMES	HOMMES		FEMMES		
			X	S	X	S	T
PRÉOCCUPATIONS DE CARRIÈRE							
· Exploration	0,95	0,96	2,30	1,06	2,78	1,12	-2,57*
· Établissement	0,93	0,93	2,87	1,03	3,14	0,98	-1,62
· Maintien	0,93	0,92	3,00	0,91	3,25	0,87	-1,66
· Désengagement	0,91	0,93	2,54	0,85	2,81	1,00	-2,00*
IMPORTANCE DES RÔLES DANS LA VIE							
VALORISATION DANS LE RÔLE							
· Travailleur	0,76	0,68	19,42	4,00	18,87	3,72	1,03
· Parent	0,88	0,82	20,92	4,82	22,03	4,19	-2,15*
· Conjoint	0,73	0,81	20,21	3,55	19,55	4,30	1,17
· Responsable de la maison	0,85	0,75	20,13	4,32	20,69	3,51	-0,91
· Travaillleur (conjoint)	0,69	0,77	17,38	3,89	19,15	4,06	-2,31*
ENGAGEMENT DANS LE RÔLE							
· Travailleur	0,85	0,74	16,80	5,14	14,82	4,07	2,83**
· Parent	0,85	0,77	20,25	3,97	21,67	3,55	-2,81**
· Conjoint	0,78	0,68	21,13	3,44	20,55	3,33	1,18
· Responsable de la maison	0,81	0,86	19,42	4,34	18,40	4,96	1,30
· Travaillleur (conjoint)	0,88	0,89	15,56	5,44	16,69	5,76	-1,07
INFLEXIBILITÉ DE L'HORAIRE							
· Participant	0,74	0,88	2,71	0,76	3,04	0,98	-2,10*
· Conjoint	0,80	0,83	3,30	0,78	3,04	0,90	1,64
ATTITUDES À L'ÉGARD DU TRAVAIL							
· Ambiguïté de rôle	0,77	0,86	2,63	0,89	2,99	1,32	-1,72
· Conflits de rôle	0,74	0,83	3,60	1,07	3,89	1,32	-1,39
· Surcharge de travail	0,80	0,83	3,85	1,32	4,52	1,36	-2,60*
WORK SPILLOVER SCALE							
· Conflits travail/conjoint	0,57	0,80	2,68	0,81	2,84	1,02	-1,10
· Conflits travail/enfant	0,52	0,67	2,37	0,71	2,53	0,80	-1,33
· Conflits travail/loisirs	0,73	0,84	2,44	0,87	2,92	1,10	-3,47***
· Conflits travail/ménage	0,73	0,73	2,41	0,76	3,05	0,83	-5,21***
AJUSTEMENT DYADIQUE							
· Consensus	0,93	0,89	47,53	11,66	48,98	8,75	-1,11
· Cohésion	0,78	0,84	16,18	4,00	16,14	4,23	0,08
· Expression affective	0,75	0,69	8,10	3,07	8,36	2,72	-0,73
· Satisfaction	0,85	0,89	37,94	6,13	38,14	6,80	-0,30
SATISFACTION AU TRAVAIL	0,86	0,87	24,85	6,62	21,61	7,30	2,80**
DÉTRESSE PSYCHOLOGIQUE	0,91	0,89	24,37	17,43	33,50	18,90	-3,16**
PROBLÈMES DE SANTÉ PHYSIQUE	0,74	0,70	1,44	0,38	1,75	0,48	-5,04***
SATISFACTION DE VIE	0,89	0,85	25,27	6,20	25,48	5,59	-0,24

* $p < 0,05$ ** $p < 0,01$ *** $p < 0,001$

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Des analyses de régressions hiérarchiques de type pas à pas ont servi à vérifier à quel point les divers types de conflits travail-famille vécus par le conjoint pouvaient être reliés au bien-être de l'autre, après avoir contrôlé l'effet des conflits travail-famille vécus de façon individuelle. Les résultats sont présentés au tableau 2 pour chacun des indicateurs de bien-être. De façon générale, les conflits travail-famille vécus par le conjoint affectent peu le bien-être de l'autre. À deux occasions, les résultats sont significatifs. Les conflits travail-conjoint vécus par la femme ajoutent 8 % à l'explication de la détresse psychologique du conjoint. Aussi, la satisfaction de vie des femmes s'explique par des niveaux plus faibles de conflits travail-ménage chez le conjoint (12 %) et de plus hauts niveaux de conflits travail-enfant (12 %) chez celui-ci.

Tableau 2 Bêta standardisés et coefficient R^2 des analyses de régressions multiples hiérarchiques (n = 62)

	HOMMES			FEMMES		
	Détresse psychologique	Problèmes de santé physique	Satisfaction face à la vie	Détresse psychologique	Problèmes de santé physique	Satisfaction face à la vie
BÊTA STANDARDISÉS						
Bloc 1 Variables individuelles						
· Conflits travail-conjoint	0,37*	0,17	-0,11	0,28	0,23	-0,28
· Conflits travail-enfant	-0,09	-0,09	-0,03	0,08	0,04	-0,28
· Conflits travail-loisirs	0,01	0,07	-0,42*	-0,08	-0,06	0,18
· Conflits travail-ménage	0,19	0,23	0,14	0,27	0,26	-0,14
Bloc 2 Variables du conjoint						
· Conflits travail-conjoint	0,30*					
· Conflits travail-enfant						0,49*
· Conflits travail-loisirs						
· Conflits travail-ménage						-0,65**
R^2 Variables individuelles	0,22	0,11	0,18	0,20	0,14	0,17
R^2 Variables du conjoint	0,08	0,00	0,00	0,00	0,00	0,24
R^2 Total	0,30	0,11	0,18	0,20	0,14	0,41

* $p < ,05$ ** $p < ,01$

DISCUSSION

Les résultats renforcent le modèle traditionnel des rôles féminin et masculin. Les hommes et les femmes continuent à occuper les emplois traditionnellement associés à leur sexe, et les femmes sont encore sous-représentées dans plusieurs emplois à haut statut (Eccles, 1994). Malgré l'entrée des femmes sur le marché du travail, la responsabilité première des travaux domestiques et des tâches parentales demeurent des activités à caractère féminin, et les hommes continuent à assumer le rôle principal de pourvoyeur (Presser, 1994). Cette différentiation entre les sexes et les rôles persiste aujourd'hui même lorsque les deux partenaires agissent en tant que soutien financier pour la famille. Des auteurs signalent aussi l'effet du processus de socialisation dans la répartition des tâches (Ross, 1987). Les femmes sont habituellement responsables de la cuisine, de la vaisselle, de la lessive, et du nettoyage de la maison, alors que les hommes tendent à être responsables des réparations, de l'entretien de la voiture et des travaux lourds. Les responsabilités liées aux enfants, à l'épicerie et au budget sont partagées de façon plus égalitaire.

Alors que les hommes et les femmes ne se distinguent pas quant à la satisfaction face à la vie, les femmes manifestent de plus hauts degrés de détresse psychologique et plus de problèmes de santé que leur conjoint. Ces résultats concordent avec ceux des travaux antérieurs (Bebbington, 1996; Ruback et Pandey, 1996). Les études sur les indicateurs positifs de bien-être donnent lieu à des résultats partagés. Par contre, celles sur la détresse ou l'absence de bien-être montrent des différences entre les sexes de façon constante.

Malgré la constance des résultats, les facteurs à l'origine de ces différences restent à clarifier (Bebbington, 1996). Parmi les hypothèses énoncées quant aux variables psychosociales, Page et Bennesch (1993) proposent que les hommes répondent différemment des femmes aux inventaires de dépression. Aussi, les indices utilisés dans les études renvoient généralement à des émotions féminines telles que la dépression plutôt qu'à des émotions masculines comme la colère ou l'agressivité. Des auteurs ont même discuté des stratégies avec lesquelles plusieurs hommes pouvaient tenter de camoufler les symptômes dépressifs, l'image d'un homme déprimé étant plus atypique ou négative que celle d'une femme déprimée (Waisberg et Page, 1988). Des études indiquent aussi que les femmes peuvent être exposées à un plus grand nombre d'événements indésirables liés aux rôles sexuels et répondent de façon différente aux divers types de stresseurs en raison d'un plus grand investissement émotionnel (Conger et autres, 1993). La recension de Brody (1985) fait ressortir

plusieurs divergences dans le fonctionnement émotionnel des hommes et des femmes (sensibilité non verbale, caractère expressif, qualité des mécanismes de défense, facilité à rapporter certaines émotions, etc.).

Même si, de façon générale, les différents types de conflits travail-famille contribuent peu à l'explication des indicateurs de bien-être, il importe de mentionner que la relation entre ces indicateurs et plusieurs des types de conflits étaient significatives dans les analyses bivariées. Les résultats concernant la satisfaction de vie semblent appuyer les écrits sur l'ambivalence des femmes face à l'engagement de leur conjoint dans les responsabilités familiales. Elles souhaiteraient que les hommes s'engagent davantage dans les travaux ménagers, mais désireraient conserver le rôle principal dans les soins à prodiguer aux enfants. L'engagement dans certains rôles sociaux pour les sexes est centrale pour leur identité. Alors que les femmes perçoivent leur contribution aux responsabilités familiales comme un engagement fondamental pour elles-mêmes (Silberstein, 1992, cité dans Cook, 1994), les hommes ont tendance à concevoir leur participation en cette matière comme de l'aide. Par exemple, le temps passé avec les enfants est bien souvent perçu comme un loisir par les hommes et un travail par les femmes.

CONCLUSION

Cette étude constitue une démarche intéressante pour la compréhension du phénomène de transmission de tensions entre conjoints. Aussi, par l'intégration de sujets masculins, elle contribue à l'avancement des connaissances, car les travaux sur la théorie des rôles ont surtout envisagé les conséquences des rôles multiples sur la santé des femmes (Adelmann, 1994). Même si plusieurs études ont examiné les conséquences sur la santé des hommes, la majorité d'entre elles portent uniquement sur les femmes, font l'analyse des deux sexes ou ne procèdent qu'à des comparaisons fragmentaires. Cette étude a également l'avantage d'envisager les effets du travail sur les divers rôles familiaux. Aussi, suivant les recommandations de Diener (1994), elle considère des indicateurs à la fois positifs et négatifs du bien-être en plus de tenir compte des caractéristiques personnelles, du travail et de la vie familiale. Les principales limites associées à l'étude viennent du caractère non aléatoire de l'échantillon, du nombre élevé de tests effectués auprès des mêmes couples, de sa nature transversale et de la taille de l'échantillon. Un nombre plus élevé de participants aurait permis l'inclusion d'autres prédicteurs et l'utilisation de techniques statistiques plus poussées. Enfin, cette étude n'échappe pas au problème méthodologique observé dans

la majorité des recherches sur le stress, qui consiste à recueillir de l'information concernant la perception des individus plutôt qu'à utiliser des mesures objectives du stress. Enfin, dans le cadre de recherches futures, il serait souhaitable de procéder à l'analyse longitudinale des liens entre le travail et la famille. Puisque le modèle du développement adulte des hommes et des femmes diffère et que les demandes provenant de la vie familiale et de celles de la carrière fluctuent selon le stade de développement, les liens entre ces deux sphères sont susceptibles de différer en fonction de leurs stades de vie (Chi-Ching, 1995). Malgré l'intérêt, très peu de recherches sur les conflits travail-famille ont fait l'usage d'un tel devis.

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Fostering a Profession: Canadian Standards and Guidelines for Career Development

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FOSTERING A PROFESSION: CANADIAN STANDARDS AND GUIDELINES FOR CAREER DEVELOPMENT

Increasing numbers of Canadians are seeking assistance from a wide variety of people who provide career development services. At one time, career services were perhaps thought of as needed only by those who were indecisive or difficult to employ. However, the fast pace of change in the labour market, the frequent ups and downs in our economy, and the staggering figures on downsizing have resulted in more and more Canadians being in need of, and seeking, help in managing their work and work transitions effectively. As a result, career services have taken on a higher profile, more attention is given to the career development field, and quality of service has become more visible and more important.

In such a context, it is important for career development practitioners to be able to map out the scope of service they provide and the competencies that are important for ensuring quality service to clients. Practitioners who are already knowledgeable and competent know that career development is a distinct area of expertise. They also are aware of the knowledge, skills, and personal attributes that are important in order for practitioners to provide quality service. Many practitioners are worried because there are no guidelines for consumers to use when seeking service and no standards regarding the competencies needed for people to call themselves qualified career practitioners. So questions surface for both practitioners and consumers. What questions do I ask to find out if someone can give me the help I need? What benchmarks can consumers use to check out the credentials of a potential service provider? How can I ensure that my profession maintains a high quality of service to clients? Recognizing the need to formally address these questions, several groups began developing guidelines and/or standards for the delivery of career development services as one means to enhance accountability and help service providers better identify the processes in which they are engaged. With several initiatives taking place, it soon became apparent that more could be accomplished by pooling efforts in a common cause.

The Canadian Guidelines and Standards for Career Development initiative began as an attempt to help various groups combine their efforts to become more explicit about career development competencies. The Canadian Guidelines and Standards for Career Development initiative is coordinated by a volunteer, multi-jurisdictional steering committee, committed to managing an inclusive, grass roots initiative that will help to bring the career development community to a higher

level of professionalization. When finished, the initiative will spell out the competencies that service providers need to deliver comprehensive career services to clients. This paper describes the work done to date on the Canadian Guidelines and Standards for Career Development initiative.

PHASE 1: EXPLORING THE FEASIBILITY OF A COLLABORATIVE INITIATIVE

In the fall of 1996, a national Assembly on Guidelines and Standards brought together a wide range of stakeholders from a broad cross-section of sectors involved in career development. The Assembly on Guidelines and Standards explored the possibility of collaborating on the creation of national standards for the practice of career development. A National Steering Committee for Career Development Guidelines and Standards was formed to manage the drafting of a framework for guidelines and standards, map out one model for conceptualizing the scope of career development, and identify potential uses, benefits, risks, and disadvantages of guidelines and standards. The process would focus on practitioners who were providing career development services directly to clients. It would attempt to develop a framework for creating national guidelines and standards for career development that was built on consultation and consensus, while recognizing the existing best practices and the diverse roles and skill sets of practitioners in the field.

The steering committee operated according to a "stewardship model" rather than a "representative model," where the primary concern was that members present their unique perspectives as professionals in the field, informed by their involvement in various professional organizations, but not bound by being officially sanctioned voices of the organizations or associations with which they were involved. Members of the Steering Committee were drawn from a wide variety of areas so that multiple views would be inevitable.

In the fall of 1997 a series of regional consultations were held. Approximately 1250 people participated. In all, 70 consultation groups were conducted in eight provinces and one territory. Almost 900 feedback forms were returned, representing a return rate of about 70%. About 27% of the respondents were from community-based agencies, 23% were from the education sector, 15% were from mental health or rehabilitation settings, 10% were in private practice, and the balance were distributed across sectors that provided career development services as part of their mandates. Hiebert et al. (1998)

provide a summary of the findings from the consultation. A full copy of the final report on the consultation is available from the address at the end of this paper, or from the project Web site.

Feedback from participants was overwhelmingly in favour of proceeding to develop the guidelines and standards. In response to the question "Would you support the next step, namely to develop, field-test, and validate national guidelines and standards for career development," 93% indicated they were in favour. More than 80% of respondents indicated that the proposed framework made sense to them. They endorsed the idea of building a framework on what practitioners actually did, rather than the training they took. They liked the fact that a code of ethics would form the basis of the framework, that there would be core competencies required of all practitioners, and specialty competencies pertaining to specific types of service provided. In cases where people expressed concerns, the most common suggestions were about specific standards and the degree to which some of the competencies might be difficult to measure. However, in spite of these concerns, over 80% of respondents reported thinking that developing guidelines and standards would be in the best interests of themselves, their clients, the organizations for which they worked, the profession, and the general public.

TRANSITION FROM PHASE 1 TO PHASE 2

Clearly, there was a strong desire among participants in the consultations to continue to the next phase of the initiative: to develop, field-test, and validate national guidelines and standards for career development. The phase 1 Steering Committee believed that holding a second Assembly on Guidelines and Standards would be an ideal way to begin the transition from phase 1 to phase 2. So, a second Assembly on Guidelines and Standards was held at the end of March 1998. The purpose of the second Assembly on Guidelines and Standards was to:

1. report on phase 1;

2. obtain suggestions for important aspects of the work plan that arose from phase 1;

3. obtain input on critical elements of a proposed process for phase 2; and

4. develop a strategy for interfacing between the steering committee and the constituents or stakeholders.

In preparing to proceed to phase 2 of the project, several factors needed to be addressed. Groups who felt they were not as involved as they would like to be in phase 1 needed to be encouraged to participate in the next step. Concerns about some of the standards areas would need to be addressed. Also, the whole matter of performance indicators for the various standards would need to be spelled out. A plan was developed to provide multiple routes for both stakeholder groups and individual career practitioners to access and comment on the guidelines and standards as they were being developed by. The plan provided a way to proceed that would facilitate acting together in a process that was open, inclusive, and collaborative. The plan provided a means to collectively solve problem, identify measures for dealing with barriers, and ensure that the process for phase 2 was undertaken in a manner that would benefit the maximum number of stakeholder groups.

The plan called for multiple levels of involvement. A Steering Committee of ten to twelve people would manage the project. The Steering Committee members would be chosen for their multiple affiliations, diversity, and demonstrated leadership. This group would again function according to a stewardship model in which members were primarily concerned with what was best for career development in Canada. The actual work of developing, validating, and field-testing the guidelines and standards would be subcontracted to a third party, group, or individual, with expertise in developing and validating occupational standards. The third party would develop standards and performance criteria, find suitable evidence, coordinate consultation with the field, compile data, and report to the Steering Committee. A Stakeholder Liaison and Advisory Council would advise the Steering Committee on how to ensure that there was adequate and meaningful consultation with the necessary stakeholder groups. This would be a group of thirty-five to forty people who would function as the official link to the associations and other stakeholder groups who would be using the standards once they were developed. Composition of the Stakeholder Liaison and Advisory Council would reflect geographic regions, professional associations, equity groups, training institutions, practitioners, etc., and would function on a representative model. The Stakeholder Council would make sure that a consultive and collaborative approach was taken to address concerns of professional

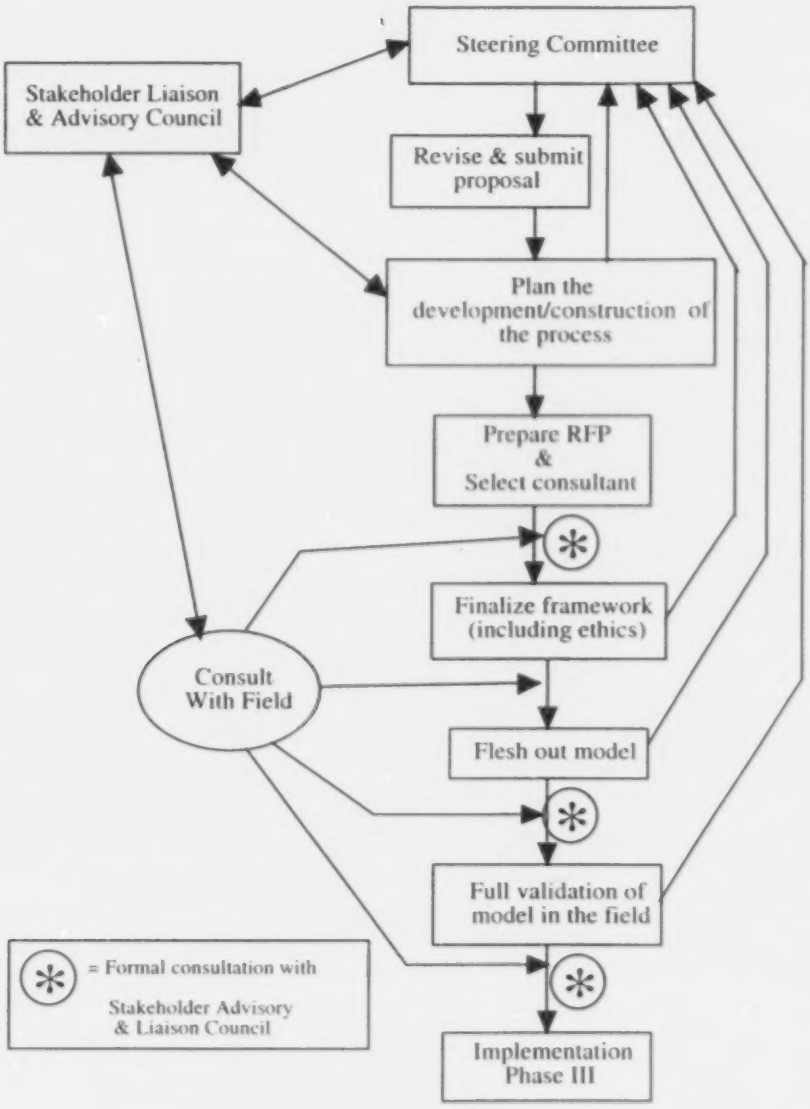
associations and specific interest groups, and would advise on how to develop, validate, and field-test the guidelines and standards.

The general plan for phase 2 is presented in figure 1. The Steering Committee for phase 2 was appointed, and stakeholder groups were identified, at the second Assembly on Guidelines and Standards. Provision was made for associations to appoint official representatives at a later date. The Steering Committee for phase 2 has succeeded in obtaining funding from Human Resources Development Canada for phase 2 according to a 50/50 partnership model. In October 1998, the Stakeholder/Advisory Council was convened in Ottawa. The purpose of the meeting was to provide feedback on the process to date, review material that had been developed by the phase 2 Steering Committee, begin planning for the consultations with the field, and draft the terms of reference for the RFP for the contractor who would develop the standards and guidelines. In mid-October 1998, the RFP for the development of guidelines and standards was released. The RFP was awarded to ATEC in early January 1999. ATEC has extensive experience in developing standards and a track record of doing good work and being a good group to work with. ATEC also is a neutral player in the career development community. The Steering Committee, augmented by selected others, and the Stakeholder Council will form an excellent pool of content experts for ATEC to draw upon. With the broad perspectives emanating from the Steering Committee, over seventy-five organizations participating in the Stakeholder/Advisory Council, and with support from career practitioners in all sectors, this initiative is primed to form a "centre" for professional identity for the practice of career development.

PHASE 2: CREATING, FIELD-TESTING, AND VALIDATING THE STANDARDS AND GUIDELINES

Phase 2 of the Canadian Standards and Guidelines for Career Development initiative will develop, field-test, and validate standards and guidelines for career development practice in Canada. The process will provide multiple routes that stakeholders can use to access and comment on the work being done. The work will include validation of a framework, clear statements of guidelines and standards covering all elements of the framework, close liason with the Steering Committee, broad consultation with the Stakeholder Council, and specific consultations with providers of direct services to clients covering divergent sectors within career development practice. The work will be completed and field-tested in both English

Figure 1 Phase 2: General Plan


Steering Committee
Stakeholder Liaison & Advisory Council
Revise & submit proposal
Plan the development/construction of the process
Prepare RFP & Select consultant
Finalize framework (including ethics)
Consult With Field
Flesh out model
Full validation of model in the field
Implementation Phase III
= Formal consultation with Stakeholder Advisory & Liaison Council

and French. A modified Delphi system will be used to generate and revise documents. This will involve using five regional focus groups of practitioners for repeated review of and feedback on documents, incorporating their suggestions, and returning the documents to see if the suggestions were incorporated satisfactorily. This process will ensure that people's suggestions are addressed satisfactorily. A full consultation with the field is being planned for the fall of 1999,

utilizing the Stakeholder Liaison and Advisory Council for contact with the field, but also allowing for direct input from practitioners who are not involved with any formal stakeholder group. The resulting model will be specific enough to facilitate Prior Learning Assessment and Recognition. Descriptive language, rather than jargon, will be used throughout the model. Suggested alternatives for implementing the standards and guidelines also will be identified, although implementation per se is beyond the scope of phase 2 of the project. The project will be completed 31 May 2000.

The work done to date and the plan for phase 2 was presented at NATCON 1999. A brief overview of the current status was presented, after which participants were invited to provide feedback on the work to date and express any concerns or suggestions. Generally speaking, the feedback indicated that people liked the inclusiveness and collaborative manner in which the project had unfolded to date. They liked the simplicity of the current model, its breadth and scope, and the fact that it incorporated existing models rather than running competition with them. There was some concern about whether five regional focus groups would be enough, and whether individual practitioners would have enough opportunity to be heard. Adding a discussion feature to the project Web site and using local media to promote the national consultation were thought to increase the opportunities for individual practitioners to be involved. They also thought a plain-language edit of the standards should occur early in the process, and that the resulting model should be dynamic, in order to reflect and accommodate shifts in the field. Generally speaking, the group providing feedback at NATCON supported the work done to date and were interested in remaining involved as the initiative proceeded.

CONCLUSION

Career development is evolving into a strong and dynamic profession, focused on addressing a broad range of client needs. The resulting divergence in the backgrounds and orientations of career practitioners makes it crucial that the profession "walks the talk" by implementing a human resource strategy that links potential areas of service to the knowledge and skills sets that are important for service delivery. Phase 1 of the National Guidelines and Standards initiative has demonstrated that it is possible for the divergent groups who have been active in areas pertaining to guidelines and standards, to work together to build a common framework that can guide service delivery and increase occupational

mobility for those delivering career development services. Phase 2 is now underway with funding from Human Resources Development Canada matched by "in kind" and cash contributions from the career development community. Over the next eighteen months, there will be widespread consultation with all levels of people involved in delivering career development services. Mechanisms are being established to ensure that all stakeholders have an opportunity to participate, so that there will be widespread endorsement of the guidelines and standards when they are completed. Solid support for Canadian Guidelines and Standards for Career Development has been shown across virtually all segments of the career development profession. Building on the momentum created to date, the creation, validation, and implementation of Canadian Guidelines and Standards for Career Development promises to be an important step in the evolution of the career development profession in Canada.

To obtain copies of any of the papers described in this document, please contact the National Steering Committee Career Development Guidelines and Standards, P.O. Box 67007, Ottawa, Ontario, K2A 4E4, or download the documents from the National Steering Committee Web site at www.career-dev-guidelines.org

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Happiness and Work (Selection)

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HAPPINESS AND WORK (SELECTION)

Happiness happens, if it does, on the field of human community and in the performance of actions. It is not rest or peace so much as it is the disposition to act; not the invidious comparison that springs from envy so much as the self-applied criterion of rational satisfaction: Am I living a life that I can judge worth living? The happiness derived from comparison, after all, the false sense of well-being touted by the facilitators of envy, is ultimately weak: it lets us fall into a drugged slumber that leaves everything as it is.

Yet that point becomes harder to see just to the extent that the celebration of the individual begins to seem the point of all human life. "A good part of the struggles of humankind," warns Freud in *Civilization and Its Discontents,* "centre round the single task of finding an expedient accommodation—one, that is, that will bring happiness—between the claim of the individual to liberty and the cultural claims of the group." But we need to remind ourselves that this warning only makes sense in a context in which we presume a deep conflict between those claims. It is true that such a context now obtains, but it is not true, as Freud appears to imply here, that this situation is eternal and unchangeable. Things have been otherwise and they may be again. There may be a cultural space, in other words, where the notion of individual happiness and group health will be symbiotic rather than in perpetual conflict.

To suggest that happiness is activist, that it is not the passive acceptance of what is, or the currently fashionable retreat into the characterless, self-indulgent pursuit of quietude, is implicitly to sing the value of work. The exercise of skill, the intense occupation in a task, is something most of us know as a rewarding experience. In work we avoid both the routine unhappiness of boredom and the deeper malaise of cynicism. "[T]he most intelligent young people in Western countries tend to have that kind of unhappiness that comes of finding no adequate employment for their best talents," Russell says in a comment that applies even more today than when he wrote it in 1936. "Cynicism such as one frequently finds among the most highly educated young men and women of the West results from the combination of comfort with powerlessness."

In full occupation, furthermore, we find scope for our ambition, and contribute to impersonal interests: projects that go beyond our particular points of view and extend the range of our concerns so that one task may occupy us when another fails or loses its piquancy. In work we taste the joys of competition, a form of human happiness

that is far from negligible. We tack along on the winds that flow between effort and resignation, testing the edges of our power—and our ambition.

Clint Eastwood's Dirty Harry Callahan infamously said that "a man's got to know his limitations," and you will hear baseball players say almost every day that the key to good performance is "keeping within yourself," but sometimes those lines can be drawn only by risking failure in the pursuit of transcendence. You have to push the envelope. A man's reach should exceed his grasp not because there is no point to heaven otherwise, as Browning had it, but because we cannot know how far we may rise above ourselves unless we believe, at least now and then, that anything is possible. Dr. Johnson dismissed the desire to be re-married as the triumph of hope over experience; yet we cannot allow that worldly-wise tartness to obscure the fact that such refusal to curb expectation is a form of triumph.

At first blush we might not be inclined to call the experience of work one of happiness, but part of the move from the hedonistic to the eudemonistic is to recognize the depth of personal fulfillment as not necessarily limited to experiences that furnish us with good feelings of the transient kind. Happiness is not about having the jollies all the time. It is, rather, about the ability to reflect on one's life and find it worthwhile—to see it as satisfactory. Work is an important ingredient in that satisfaction because it gives purpose to our existence, places us in a structure of goals and tasks, and furnishes the incomparable personal rewards of achievement: the feeling, so deeply pleasurable, that one has done something impressive and maybe even lasting. There is a sense, when one has completed a degree or built a cabinet or finished a lawsuit, that the achievement is incorrigible; that, as the lyricist Dorothy Fields had it, they can't take that away from me. In a culture of instant gratification and vicious repression—a pathological culture of desperate fun and guilty punishment, of marketing and identity-manipulation—this insight may slip from view.

Not all work is equal. It is not enough to be, for example, a self-fulfilled professional killer who derives a great deal of satisfaction from a job well done. (John Cusack, in the 1996 film *Grosse Point Blank,* hints at this possibility, which of course arises as bleakly comic; but even here, Cusack's character is trying to get out of the business, and getting therapy for the resulting psychic conflict from a terrified psychologist played by Alan Arkin.) It is not sufficient for genuine happiness, in other words, that one simply be happy in one's work. It also has to be work worth doing. And this is one

point at which the subjective awareness of happiness, which in hedonistic conceptions occupies the entire conceptual space, rendering all forms of external challenge null in a deft solipsistic closure, is importantly connected to the objective value of the things I do. Happiness is not simply a feeling or emotion; it is a connection to the world, a realization of one's place within it.

What makes work worth doing? I realize that to speak of the objective value of work is to risk alarming those of post-modern mind, for whom all claims of objectivity have a dubious odour of repression and Enlightenment hubris, but I don't mean anything scary or inflated by using the idea of objectivity. Our thinking on this question has been distorted by false expectations, the sort of thing embodied in the idea of perfect detachment or the so-called God's-eye-view of objectivity: as if the only available alternatives were the fiction of perfect impartiality or a gooey mire of individual affection, subjective bias, and incommunicable self-interest. As if, in other words, the inability to attain the Enlightenment goal of a "view from nowhere" meant that we have no alternative but to fall into a chaos of free-floating, and indisputably subjective, claims and counterclaims. The subjective side of this false dichotomy is a position just as incoherent as the idea of complete and certain objective knowledge, namely the self-defeating relativism that says everything is relative—including, presumably, that statement.

As usual, the truth is less spectacular than the extremes that dominate the debate. It is true that the very idea of cultural authority no longer has the hold on us that it once did, when the modern age reached its full flowering in encyclopedic projects and universities, which, as their name implies, attempted to encompass the universe within their ivy-covered walls. Instead we are confronting a multiplicity of cultural authority nodes, some of them local and limited, others occasionally wider and apparently solid, but none of them absolute in the manner that our earlier aspirations promised us.

Confronting culture in future must therefore mean responding to that multiplicity, surrendering the encyclopedic impulse, and honouring the particular, the unusual, the strange. Legitimacy of the rigid kind will give way to smaller and more private culture houses, or ones dedicated to particular, even sub-cultural, purposes. But in saying this, I am certainly not trying to make some kind of cheap relativist point about exploding all myths of legitimacy and progress. The norm of truth may be local, or contingent, or open to constant correction; but it exists, and it must exist if we are to do

anything as commonplace, and as remarkable, as sitting in a room somewhere reading these words printed in black ink upon a white page. Nor am I trying to suggest that a more and more diverse culture means, in doom-saying fashion, a disintegrated culture. There can be a kind of unity in the multiplicity, a form of order in the chaos.

We can make judgments of value, in work as in other things, that are not merely subjective. They are, instead, as objective as we need them to be: They are intelligible to other people with whom we are engaged in the common project of living and conversing together. Some philosophers, especially recently, have argued that objectivity is once more available in morals and epistemology. To the extent that relativism can be shown to be incoherent, it follows that a meaningful notion of objective truth can be vindicated. Meaningful, but not perfect or absolute. We surrender, as it appears we must, the detachment model of objectivity, which required us to stand outside ourselves and judge the truth of propositions or reliability of concepts.

Inside a given context or horizon of concern, however, it still makes sense to speak of "true" and "objective" because of what one philosopher has called "the disappearing 'we.'" When we say something "is true" it follows—if the detachment view is incoherent—that this really means "true for us." The view *sub specie aeternitatis* is no more accessible to us than immortality or godhood. Yet the "for us" condition drops out of the equation once we see that detachment is indeed impossible, no longer an option to be entertained. For us, sure—but who else could we be talking about anyway? True, we are left speaking only to those who can understand us; but then, no other situation is, after all, intelligible. Objectivity is vindicated, in other words, by taking the limits of context seriously.

From this point of view, what makes work valuable? In one sense, that is a matter for the ongoing conversation in which any genuine human community partakes—in which, we could say, the community consists. But we can offer some general statements before the fact. Work has value when it contributes to the welfare of the community; but we cannot conceive of welfare in the narrow terms of crude utility. Work also has value when it cultivates the intrinsically interesting qualities of human life, the things we find fascinating about each other. That is why sports, art, and philosophy, for example—none of which, as occupations, bake any bread—are nevertheless worthy human activities. What we consider valuable may of course change over time, for that is part of what it means to

surrender the notion of absolute value: we do not regard hunters the same way now as we did 600 years ago.

As well, there are likely to be many disputes about the details and at the margins, for a healthy human community is also one in which challenges to value are constant. Some of us think serving the rule of law is a high and noble calling, others that "The first thing we do, let's kill all the lawyers" is the finest line Shakespeare ever wrote. On the whole, the things we find valuable are those that help us live more comfortably, more equitably, more joyfully, and more beautifully. They are the things that make life worth living.

They are also, arguably, the most secure form of happiness we can know, the form based on creation or attainment. "One gains the most if one can sufficiently heighten the yield of pleasure from the sources of psychical and intellectual work," Freud says.

When that is so, fate can do little against one. A satisfaction of this kind, such as an artist's joy in creating, in giving his phantasies body, or a scientist's in solving problems or discovering truths, has a special quality that we shall certainly one day be able to characterize in metapsychological terms. At present we can only say figuratively that such satisfactions seem "finer and higher." According to Freud, the problem with these finer and higher things is that, like all forms of human activity, they are merely desperate masks for the psycho-sexual conflict, which he believes characteristic of our existence. When I find satisfaction and what I imagine to be lasting happiness in the performance of a certain creative task, the joy of the job well done, I am really just channelling my libidinal energy into a socially acceptable form. What I really want to do is not finish that journal article or complete that lecture preparation, but rape and pillage with abandon. The intensity of "finer" pleasures, Freud says, "is mild as compared with that derived from the sating of crude and primary instinctual impulses; it does not convulse our physical being."

The elevation of happiness into the higher faculties may seem to create other problems, too. Since it can apparently be undertaken only by a few, it might be dangerously elitist; and while that may not bother someone like Nietzsche, who thought we should never impair our own capacity for happiness just because other people were too limited to make the most of life, for most of us it is troubling, if not absurd, to think that happiness should be confined to a small class of artists, scientists, and philosophers. Let us assume, then, that this is simply not the case: that finer and higher things, at least

in the sense of finding personal fulfillment in valuable work, are accessible to nearly everyone. After all, the most robust form of creative human activity there is, parenthood, is a project most of us can undertake if we so choose—though how well we perform it is another question altogether.

Yet even thus qualified, this work-driven version of happiness must face the possibility of its own self-defeat. It was meant, Freud points out, to protect us against the pitfalls of fate by taking us to a more secure place where happiness was less subject to variation: a combination, in other words, of long-view and lowered-gaze theories that is not unlike Boethius's form of consolation, though without the dubious theology. But does it work? Disconsolate Freud thinks not: the finer-and-higher strategy "creates no impenetrable armour against the arrows of fortune," he says, "and it habitually fails when the source of suffering is a person's own body."

Well, maybe. Sometimes the best-keeled ships of happiness founder on the shoals of fate. "Call no man happy until he is dead," said Solon. We must confront the fact that luck plays a greater part in the good life than we may like, and not simply because happiness is a matter of happenstance. Even the deeper forms of happiness, the rational satisfactions of a well-lived life, can surrender to the whims of fortune. Yet, confronting that fact does not mean surrendering to it. On the contrary. To agree with Solon is to accept not the absurd proposition that only the dead are happy, but rather to see that we cannot judge happiness except on the scale of an entire life.

As Aristotle and Machiavelli both knew very well, in their different ways—something that is equally known by baseball managers, company presidents, travellers, and workers of all kinds—the proper response to an awareness of fortune's turns is not dismay but good preparation. To habituate character in the virtues (as Aristotle recommended) or to anticipate reversals with back-up plans and long-term strategy (as Machiavelli did) is no more than to accept the variability of human life. Seeing that, we minimize, even if we cannot finally eliminate, the sharp unhappy rocks of possibility buried in the soil of chance.

Work, when it is worthy, gives us this ability. It plots the hours of the inescapable day with at least some measure of happiness. And if we are lucky enough to have a career and not just to be putting in time, or getting out of bed from one day to next, let us be thankful for that—even as we realize that career has, as its primary meaning as verb rather than noun, the sense of "swift course, or impetus; to

go swiftly or wildly." When we career we often come close to losing control. And, as with a carnival ride or good party, this wild career sometimes ends in disaster and is always over too soon.

So hold on to your hats.

Humour: The Missing Link in the Chain of Command

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HUMOUR: THE MISSING LINK IN THE CHAIN OF COMMAND

For many of us, work has become a place where things aren't very funny. Often, the first thing to go is the very thing that helps us go the distance: humour! What is it about humour that makes life easier to live? Why is it that something can be funny one day and leave you flat the next? What is the connection between humour and health, vitality and the ability to keep on truckin'? And most important, how good are you at noticing the things in your life—right now!—that are worthy of a good laugh?

Work is a place where we have been taught to rely on our heads, our intellects, our capacity to think things through and reason things out. Often, in order for us to do this successfully, we have to put aside what's going on inside our bodies, what we're feeling, and what our instincts are telling us. We push down and push away the information that the body carries so that we can make reasonable, logical, and rational choices, based on our analysis.

In order to do this effectively, we must abandon the process of the body. That means we have to move away from the tightening in the gut, the throbbing in the chest, the constriction in the throat, or the pounding in the ears. We have to learn to detach from the body and focus all of our attention on the process of the intellect, reminding ourselves that analysis is the pathway to effective living. At least, that's what we've been taught.

But things are changing rapidly today, with the advances of science. As we move away from a traditional allopathic perspective and venture into a quantum biological world-view, the lay of the land begins to move and sway, leaving us with a sensation not unlike an earthquake. Those very things we have for so long considered to be solid, to be real, and to be the structures of our reality, begin to transform into movement and sway.

What does all this have to do with work and humour? Plenty! All this is about who we are as human beings; how we process information and make decisions; how our central nervous system works; and how, in the blink of an eye, our bodies move massive amounts of information that result in our insights, or intuition, or sense of certainty about something. To understand this new science is to understand how human beings experience and express. And, given that there is nothing going on at work but individual human beings interacting with each other, removing the veil from the eyes through

which we view this experience could mean the difference between coming alive or staying numb, at work.

And that includes humour. What is humour, anyway? Think about the last time that you found something to be funny. What is it about something that makes one person laugh uproariously, and leaves someone else flat, staring blankly and looking annoyed? What is it that determines whether or not we should laugh or cry? Not our intellects, for sure, since we've all had the experience of trying to explain a joke to someone, only to be met with that same vacant stare.

Where humour happens (or doesn't!) is in the body. When that laugh moves from your belly through your throat, and brings with it the sound that can bring relief around the boardroom table, what is actually going on inside you? Think of the last time you laughed 'til you cried. Remember how your body felt? Remember how your muscles tightened and caused your body posture to shift and your presence to take on a whole new shape? There's nothing intellectual about a good laugh!

Our work environments have become places that are not very safe anymore, for the people who work in them. Particularly since we continue to create organizational systems that are built on the parent-child model, we often find ourselves in reporting relationships at work that have something very familiar about them. The boss reminds me of Mom or Dad; or the experience of the presence of any authority is reminiscent of another time and place. And our bodies respond.

Humour is distinctly absent from the chain of command. But that's not news, is it, since most of us grew up in environments where Mom and Dad, or our teachers and religious leaders, didn't use a lot of humour when setting the rules and regulations that would eventually define who we became. Given that those are the systems that shaped us, why would it be any different at work, which, after all, is where we all go to demonstrate everything we learned in those old parent-child models of home, school, and church? Without making a conscious effort to choose something else, our habituated response would be simply to repeat what we know.

If we want to create work environments that support and sustain life, we must begin by recognizing that where life lives is in the body. (If you don't believe that, trying taking your intellect to work without your body!) Humour is a word that we use as shorthand to

describe the experience of another kind of movement in the body. But it's all about the body. If you want to get a good idea of whether or not your work environments support life, begin to pay attention to the kind of humour—or lack thereof—that permeates your workplace. Are things easy and light? Or is your humour dark, often dismissive of someone or something? Is the humour barbed and cynical? Pretty good chance that if people are expressing and experiencing this kind of humour, their bodies are feeling the tension that goes along with it: tight, bracing against, feeling the need to attack and/or protect. It's tough to increase creativity and innovation in environments that are closed and confining.

And aren't creativity and innovation what we say we want? Aren't creativity and innovation the pathways to increased productivity? After all, creativity means bringing something into existence that does not already exist. You won't find that in the rules and regulations—you already have those.

We now know from science that creativity and innovation are not driven by the intellect. They are not linear or structured; they move in impulses, bursts, and waves—not unlike the way a laugh moves through the body: impulses, bursts, and waves. In order for humour to be present in the workplace, there has to be a sense of safety and acceptance: that it's OK to say what's on my mind, to say things that fly in the face of the status quo, to question the dogma and to challenge the rules, and that it's not about authority, it's about creating and contributing, and making a difference.

Given that we continue to structure organizations that rely on the parent-child model, its natural fallout is a preoccupation with the notion of control. In our family systems, the parents were in charge and the kids weren't. At work, the boss (parent) is in charge and the employee (child) isn't. If the employee questions the views of the boss, or the direction that the boss is taking, that's like the children challenging the parents' right to control. Funny though, what we're learning today is that, even in the family system, that model of expression and interaction is collapsing. Command and control don't cut it anymore. The children are growing up and are frequently far better educated and informed than the parents.

If we can recognize that this is happening at work, too, we can change the way we do business. If we can move away from the command and control model for our organizational "leaders," we can begin to breathe a little more easily in our workplaces. A conversation about the rules and the regulations and the dogma is just that—a

conversation. It is not necessarily a throwing down of the gauntlet, with corporate survival hanging in the balance.

If you want to create work environments that support and sustain life, start by making friends with what's going on inside you. What makes you laugh? Or what stops you from laughing? Are your efforts at humour open and inclusive, or are they behind closed doors and dismissive of the people you work with? Pay attention to what goes on inside your own body, when your guts tighten and your lips form a tight, straight line. Pay attention to when you are holding your breath and bracing against the sounds inside you that are pressing to get out. And pay particular attention to how frequently the things that annoy you at work, and/or the people that annoy you at work, and rob you of your capacity for ease, comfort, openness, and humour, often have something very familiar about them. Search through what's inside you to find the match with what's going on outside you, and notice how frequently old patterns and old habits have a way of just showing up.

Humour is the missing link in the chain of command. To put humour back into our workplaces would mean that we would have to put it back into our personal lives. To bring back to the workplace the capacity to laugh out loud and relax into those impulses, bursts, and waves, would require that we relinquish our intense need for predictability and control, and make way for the uncertainty that precedes our greatest discoveries. As Ilya Prigogine said: "The future is uncertain... but this uncertainty is at the very heart of human creativity."

When we were growing up, we didn't have much choice. If you're five years old, and you're in an environment that does not support life, you can't just get a job and an apartment, and leave town. You are captive to your environment. But when you're twenty-five, the rules have changed. And you can walk, and go where the breath moves more easily through the body. And isn't that exactly what we are dealing with today?

In today's environments, it's not just money that keeps people at work. More and more, companies are being forced to offer workplace conditions and contexts that support life overall: not just on the job, but in the area of personal wellness and quality of life. Employees are becoming much better educated and informed about what ties them down and what doesn't; and our old ways of doing business are falling away and being replaced by a recognition that the contribution itself is what matters; and you can contribute and have fun at the same time! We are learning that we do not need to do serious things

seriously. That work can be play, and that play can be extremely productive.

The kids are growing up!

STEPS TO BRINGING HUMOUR BACK INTO THE CHAIN OF COMMAND:

1. Lighten up! Today's effective executives, managers, and supervisors are the ones who recognize that they are facilitators, not controllers. Managers manage environments; people manage themselves.

2. At your next staff meeting, ask people: What's it like for you to work here? What's it like when you wake up on Monday morning, and know that it's time to come back to work? And then listen, not only with your ears, but with your heart, soul, and spirit. Breathe deeply into your body and choose to keep your body open and relaxed.

3. Sometimes, there's nothing else to do. Listening at those multiple levels is often what's missing to make life better at work. In our experience in working in organizational systems, what we have often found is that people feel unseen and unheard, feel invisible and dismissed. For most of us, what we really want is to feel that we are a part of something, that it matters that we show up at work, and that someone notices when we don't.

4. Find the things at work that drive you crazy and notice where else they happen in your life. The next time those buttons get pushed, instead of bracing against them and pushing them back, breathe right into them and let them move: like impulses, bursts, and waves in the body. We now know from science that what we call an emotion or a feeling is actually movement of information and energy through the body, a transfer of information and intelligence through biochemical and electrochemical impulses. That movement is a sign of life.

5. Laughter is a sign of life. What kind of signals are you putting out to the people around you?

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Le prix d'entrée dans le monde intellectuel

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Cet article rend compte d'une enquête de psychodynamique du travail auprès d'étudiantes et d'étudiants qui poursuivent une formation universitaire en sociologie. Ce texte se divise en deux parties. La première fournit des renseignements sur le contexte de la recherche et la seconde présente les résultats.

LE CONTEXTE DE LA RECHERCHE

LES OBJECTIFS

L'objectif général est de mettre en lumière les stratégies d'ajustement et de défense déployées par les étudiants pour composer avec les exigences et les contraintes associées à la poursuite d'études universitaires dans un contexte de rareté d'emplois.

LE CADRE THÉORIQUE ET MÉTHODOLOGIQUE

Le cadre théorique et méthodologique de cette recherche est celui de la psychodynamique du travail (Dejours, 1993), retenue pour son apport à l'étude des rapports subjectifs et intersubjectifs des personnes en situation de travail. En voici quelques concepts clés. Le plaisir est une dimension individuelle dérivée du désir; il comprend la confiance, la reconnaissance, la coopération, la solidarité, la convivialité. La souffrance décrit un déplaisir et est un espace de lutte entre le bien-être psychique et la maladie; elle se traduit par un état d'ennui, de monotonie, de peur, de passivité, d'énervement, de mélancolie, de colère, etc. (Dejours, 1988). Les défenses, quant à elles, se traduisent au premier niveau par des conduites ou attitudes utiles à la santé mentale. Elles constituent une sorte de révolte du moi pour se protéger contre des représentations pénibles dans le but d'éviter le déplaisir. Les défenses, conscientes ou inconscientes, ont toutefois la particularité, lorsqu'elles se cristallisent, de se retourner contre soi, car elles ont la propension de faire passer la défense pour le désir.

La psychodynamique du travail s'intéresse à l'organisation du travail (Maranda, 1998), et dans ce cas-ci, à celle du travail étudiant lors de la formation universitaire. En suscitant le regroupement d'étudiants, nous créons des espaces de parole dans lesquels les règles associées à la poursuite d'une formation universitaire peuvent être révélées et discutées. Les rencontres de groupe servant de moyens de collecte des témoignages s'inspirent d'une méthode clinique. Cette démarche ne s'inscrit donc pas dans une logique de description positiviste ou de vérification empirique, mais bien dans une perspective de construction de sens. L'analyse de ces échanges par un collectif de chercheurs obéit à des règles qui relayent la discussion amorcée sur le terrain. Une opération de triangulation est alors effectuée. Par la suite, la discussion de ces résultats avec les groupes amènent à nuancer l'analyse. Cette démarche, qui nécessite quatre entrevues de groupe successives, permet aux sujets non seulement de témoigner de leur expérience, mais aussi de s'approprier les résultats. Deux groupes, respectivement de six et de sept

personnes, ont été constitués sur une base volontaire à la suite d'annonces en classe et de contacts avec les responsables du programme et de l'association étudiante.

LES CONDITIONS DE FORMATION

Le baccalauréat en sociologie est un programme de 90 crédits dont la durée équivaut à 6 trimestres à temps plein. Les statistiques sur les taux de diplômés parmi les étudiants de 1990 à 1993 inscrits en sociologie révèlent que 70 % d'entre eux ont abandonné leur programme sans avoir obtenu leur diplôme[1]. Si ce taux de persévérance en sociologie est très faible, précisons toutefois que plusieurs quittent ces études pour s'inscrire dans d'autres programmes. L'enquête Relance 1996[2] de l'Université Laval a examiné la situation professionnelle des 193 personnes bachelières en sciences sociales. Le taux d'emploi de ces diplômés est seulement de 60 % et, parmi eux, les deux tiers ne perçoivent pas de lien entre leur formation et leur emploi, le quart se déclarent insatisfaits de leur travail et plus de la moitié estiment qu'un baccalauréat n'est pas nécessaire pour qu'ils accomplissent leurs tâches.

LES RÉSULTATS

Les résultats de l'analyse des témoignages ont été regroupés par thèmes; nous en présentons quelques-uns ici. Pour chacun, les sources de plaisir et de souffrance sont présentées ainsi que les stratégies d'ajustement ou de défense déployées par les étudiants pour composer avec les exigences de leur situation.

LE RAPPORT AVEC LES ÉTUDES

Le sens des études en sociologie varie selon les raisons qui amènent les étudiants à s'y inscrire et selon les buts qu'ils donnent à leur démarche de formation. Ce qui caractérise les personnes rencontrées est leur degré d'intérêt élevé, voire leur passion. Bien plus qu'une discipline où l'on acquiert des compétences techniques, la sociologie renvoie au développement d'une manière de comprendre le monde et à la découverte de soi et de sa place dans la sphère intellectuelle. Ce plaisir de progresser transcende les besoins instrumentaux. Même si on ne les oublie jamais tout à fait, l'argent, les notes et les soucis d'employabilité passent malgré tout derrière le désir d'apprendre, qui est source de plaisir. La souffrance vient de ce qui ternit l'image que les étudiants se font de leur aventure dans le monde de la connaissance. La sociologie est souvent représentée comme le lieu d'accueil

des personnes qui ne savent pas où aller, voire comme la « poubelle des sciences sociales ». Les étudiants sont blessés par les sarcasmes qu'ils subissent, irrités par l'image négative qu'on leur projette, choqués par l'ignorance des gens quant à l'importance de leur discipline.

Stratégie de défense : se distinguer par sa passion

La norme semble d'être complètement habité par les études comme dans une relation de fusion et d'être prêt à faire des efforts sans miser sur le fait que cela conduira automatiquement à un travail de sociologue. On accepte que d'autres soient plus inquiets ou plus débonnaires par rapport à l'avenir, mais ce qui semble toutefois moins avouable, c'est de ne pas être passionné. On cherchera à se distinguer de ceux qui n'ont pas la vocation ou qui sont prêts à sacrifier leur désir d'apprendre à des impératifs matériels et financiers. Des critères de différenciation sont utilisés pour se valoriser : la capacité de répondre à des exigences élevées, de maintenir une certaine curiosité intellectuelle et d'établir ses priorités dans la vie. En somme, la flamme et la passion sont des antidotes à l'angoisse. À défaut d'être tout à fait exacte, cette catégorisation n'est-elle pas réconfortante pour l'image de soi?

LES RELATIONS AVEC LES PAIRS

Le sentiment de progresser s'éprouve aussi dans la rencontre avec les autres pour confirmer la valeur de ce qu'on fait et, donc, de ce qu'on est. La rétribution se traduit sous forme de renforcement de l'identité. La rencontre avec les autres étudiants procure des plaisirs réels puisque le regard des pairs compte dans le jugement de beauté qui est fait sur les compétences intellectuelles, et ce terrain est sécurisant. Partager avec des alter ego brise l'isolement et offre de forts moments de convivialité. Pour certains, la rencontre avec les autres est la planche de salut qui leur permet de survivre. L'entraide se traduit aussi par le prêt de notes et de travaux. Bien que les relations avec les pairs s'associent davantage au plaisir qu'à la souffrance, la compétition existe. Les étudiants sont affectés par cette concurrence qui les place les uns derrière les autres. Chacun sait que les notes sont individuelles et qu'il sera seul, à la sortie de la formation, pour trouver un emploi. S'il y a souffrance ici, elle s'exprime par la conscience d'une solitude irréductible, par une certaine angoisse de la séparation. Sans compromettre la culture de solidarité, cette ambiance compétitive se traduit plus par de l'inquiétude pour soi que par une rivalité malsaine.

Stratégie de défense : louanger les relations sociales

Les témoignages reflètent l'importance du sentiment d'appartenance à un groupe et le besoin qu'ont les étudiants de renforcer leur cohésion. Sans nier les bénéfices de cette vie étudiante en dehors du cadre des cours, n'y a-t-il pas une exagération des bienfaits attribués aux activités sociales? Par exemple, on aime bien dire qu'au « local de l'association étudiante, on parle de sociologie, mais pas si souvent qu'on le prétend ». N'y a-t-il pas aussi un détournement des buts qu'on affirme rechercher par ces activités ou une occultation de certaines raisons moins avouables qui font qu'on passe du temps ensemble? D'ailleurs, l'habitude de prendre une bière ensemble est matière à interprétation. Ce recours à l'alcool dans la joie comme dans la détresse est anodin et sans conséquence pour certains, c'est un geste social; pour d'autres, il fait partie d'un style de vie que l'on se donne. Mais lorsque le fait de prendre de l'alcool ou d'autres substances psychoactives est associé à un mal de vivre, il devient une défense qui risque alors de jouer contre les consommateurs. Enfin, le temps qu'on passe avec les autres en sachant qu'on devrait plutôt faire ses travaux est un moyen de justifier une procrastination et d'oublier le stress de la charge de travail; c'est aussi préférer une culpabilité partagée à un investissement risqué dans une tâche individuelle. On se met à plusieurs pour faire des travaux individuels, on se les refile d'une année à l'autre ou on les échange contre des pichets de bière. Subtilement, l'entraide se transforme en tricherie banalisée.

Stratégie de défense : redéfinir la compétition

Plusieurs ont parlé de la compétition avec soi-même, c'est-à-dire d'une émulation qui appelle au dépassement, comme étant la plus importante et faisant partie du plaisir aux études. Mais cela est exigeant parce que s'investir émotivement et intellectuellement alors qu'on n'est pas certain de réussir est risqué pour l'image de soi. Si la compétition entre les pairs n'est pas aussi vive que dans d'autres programmes et si la maîtrise est le prolongement normal du baccalauréat, des stratégies doivent néanmoins être mises en place pour faire face à la conscience du manque de place sur le marché du travail. Certains se révoltent en dénonçant l'absurdité de se battre pour des miettes, d'autres préservent leurs arrières ou se préparent au combat. Ici encore, les participants à l'enquête cherchent à se distinguer des autres qui accordent une importance plus grande aux notes qu'à l'apprentissage et aux relations. L'échange intellectuel devient l'occasion de partager un espace de visibilité dont les enjeux ne sont pas anodins. Selon les résultats, les étudiants conviennent de ceux qui ont des chances de porter les couleurs de la sociologie au-delà des bancs d'école.

LES RELATIONS AVEC LES PROFESSEURES ET LES PROFESSEURS

La rencontre avec les professeurs est considérée comme étant significative et féconde puisqu'elle fait avancer l'étudiant sur les plans intellectuel et personnel. Le professeur nourrit la passion des étudiants par le partage de ses connaissances. Il est aussi celui qui sanctionne. Le jugement des professeurs combine une fonction utilitaire de contrôle et de sélection avec une fonction d'appréciation de la qualité d'un travail. Un premier plaisir, associé au jugement d'utilité, est de savoir qu'on satisfait aux exigences. Pourtant, au-delà de cette satisfaction légitime, le plus grand plaisir est que le travail soit reconnu par un maître en la matière, qui sait apprécier la complexité de la tâche et l'investissement que cette réalisation suppose. Les souffrances liées au jugement des professeurs sont de deux ordres. Dans le premier cas, on est frustré et affolé par le caractère tranchant de l'évaluation et par le manque de pouvoir de négociation quant à ce jugement. Dans le second cas, on peut être affecté intimement par un jugement de beauté qui remet en question son sentiment de compétence. C'est surtout quand on a beaucoup investi que la réception d'une mauvaise critique est troublante. L'évaluation et l'intérêt que le maître porte aux étudiants constituent une trame de fond sur laquelle se tisse la construction de l'identité professionnelle en devenir. Si les jugements laissent transparaître un doute quant aux capacités de répondre aux exigences de la discipline, les étudiants risquent une blessure d'identité.

Stratégie de défense : idéaliser le maître ou prendre ses distances

Le plaisir et le malaise se côtoient dans cette relation parfois duale. Il existe un sentiment de quasi-amour qui lie l'apprenti au maître, mais les étudiants se sentent novices et surestiment certains professeurs. Cette idéalisation s'apparente à une défense : même s'il y a une certaine rationalité stratégique derrière cette idéalisation, il y a peut-être une tendance à rendre inaccessibles les modèles. La barre étant placée très haute, il devient plus acceptable de ne pas l'atteindre. D'autres étudiants gardent une distance par rapport aux professeurs, considérant que c'est une protection contre l'envahissement des modèles mais ils se coupent alors de la possibilité de se confronter avec le maître et son savoir. Ainsi, ils évitent en quelque sorte le jugement, mais ils n'obtiennent pas non plus la reconnaissance, sauf celle de l'évaluation formelle. La procrastination sert aussi de moyen de protection; on peut alors se distancer du jugement du maître en justifiant que le résultat ne reflète pas ce qu'on est capable de faire. Dans ces tiraillements entre identification et différenciation, la décision de maintenir ou non des relations étroites avec les professeurs comporte des implications, car la position peut

devenir inconfortable entre le plaisir et la souffrance lorsque le contexte affectif prend trop de place.

L'ARGENT

Les participants reçoivent de l'aide familiale ou s'endettent pour étudier. L'aide des parents n'est pas que financière et elle est considérée comme un facteur de réussite. Quant à l'endettement, le rapport avec l'argent n'est pas le même pour tous. Pour les uns, investir dans sa formation n'est pas vu comme un déficit à éponger toute sa vie, mais plutôt comme un placement qui rapportera des gains futurs. La débrouillardise et les boulots durant les études constituent aussi des plaisirs qui présagent d'une capacité à résoudre des difficultés. Pour les autres, la peur du manque est omniprésente. Peur de ne pouvoir terminer ses études ou de devoir s'orienter autrement en fonction de réalités pragmatiques et, surtout, peur du chômage, de la précarité d'emploi et du sous-emploi. Peu se risquent à effectuer un calcul entre l'investissement et les bénéfices attendus selon les principes de la théorie du capital humain. On parle plutôt d'un acte de foi périlleux qui place les considérations matérielles au second plan, après l'amour des études. En ce sens, il devient vital d'entretenir la passion, car étudier dans un domaine dont l'avenir est incertain prend l'allure d'un comportement risqué, voire non équilibré, par ceux qui considèrent les études comme un passeport pour l'emploi.

Stratégie de défense : éviter de trop s'inquiéter

Les étudiants n'aiment pas évoquer le rapport avec l'argent. Pour ne pas que ces préoccupations financières gâchent les études, ils tentent de les écarter. La banalisation de la dette est une stratégie qui permet de relativiser une situation aberrante. Se projeter dans trois ou cinq ans avec une dette de 20 000 dollars est impensable lorsqu'on a peine à assumer le quotidien. Plusieurs font des renonciations dans des choix de consommation au présent ou dans l'avenir : voyages, auto, dépenses entraînées par l'établissement d'une famille ou du fait d'avoir des enfants tôt.

L'AVENIR

Voilà qui nous amène à parler d'avenir. Une perspective évoquée est celle d'un enchaînement logique où les problèmes trouvent leurs solutions. L'autre est celle d'un avenir bouché. Des nuances s'imposent toutefois. Il y a ceux qui vivent la sociologie dans le présent, mais qui s'inquiètent néanmoins de l'avenir; ceux qui voient leur formation comme un bagage de base et qui sont prêts à changer

d'orientation professionnelle; ceux qui foncent sans que cela soit vécu de façon dramatique; et ceux qui craignent les boulots pas payants et pas valorisants. L'avenir tel qu'il se présente ne s'exprime pas en termes d'insouciance, de confiance, d'horizons sans limites. On cherche à le reconstituer, au prix de nombreux efforts, sous forme de défis à relever. Les étudiants sont placés au cœur d'un paradoxe. D'une part, ils entendent un discours de prédictions sombres : il n'y a pas d'emplois en sociologie. Ils reçoivent donc un message de non-utilité sociale qu'ils intériorisent et transmettent par la croyance que l'avenir est bouché. D'autre part, ils constatent autour d'eux un criant besoin de réfléchir et d'intervenir dans les problématiques sociales et refusent de croire que la société puisse se passer des sociologues.

Stratégie de défense : se protéger contre un discours morose

Quelles sont les réactions des étudiants à ce discours morose? En plus de la société en général qui entretient ces propos décourageants, en plus des parents inquiets de la situation de leurs jeunes et en plus de ceux qui ne jurent que par la technologie et les sciences exactes, ce discours vient aussi des professeurs-sociologues que l'on admire. C'est là que le bât blesse le plus. Une première réaction sera de refuser d'entendre : « On se bouche les oreilles. » Cette protection minimale ne permettra cependant pas de tout étouffer. Un sentiment de panique gagne les étudiants lorsqu'ils captent quelques bribes de ce discours négatif. Une autre position est de douter de la véracité de ces prédictions et d'en dénoncer l'exagération, mais il semble impossible d'échapper au doute que génère ce discours. D'autres entretiennent la flamme en la partageant avec des collègues tournés vers l'action et conviennent de l'importance de porter le débat sur la place publique.

CONCLUSION

Cette étude exploratoire ne peut donner lieu à des conclusions définitives. Au contraire, elle ouvre des pistes de réflexion et de discussion afin de poursuivre la recherche sur la condition étudiante. D'autres enquêtes en psychodynamique du travail présentement en cours cherchent à comprendre le rapport avec les études sous divers angles, notamment l'aspect de l'abandon, mais aussi l'ensemble des stratégies de défense déployées pour faire face à la compétition, les pressions pour la performance et l'exclusion professionnelle.

NOTES

1. Université Laval, Groupe de recherches institutionnelles sur les effectifs étudiants.
2. Université Laval, Relance 1996 — L'insertion professionnelle des personnes diplômées de 1993, Groupe de recherches institutionnelles sur les effectifs étudiants, 1997, p. 13.

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Pathways to Personal Power

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PATHWAYS TO PERSONAL POWER

Pathways implies more than one way to get where you're going—and in the midst of career transition, you want that kind of choice. *Personal* means they're all inside you—and who better to depend on? And *power* is the result that these internal pathways create: Do they enhance your capacity to fully express yourself? Before you move on to unfold the next layer in your career evolution, take a moment to consider that your most powerful messages—like your greatest triumphs and darkest moments—all come from inside yourself. How well is your decoder working?

The notion of power or, more specifically, personal power is one that captures the imagination. The dictionary defines power as the capacity to act. For what purpose? In what context? What exactly does it mean, in terms of quality of life? How do I become a person of great personal power? How would I be different from who I am now? Would I change the way I live my life? And if power is a force, where does that force come from? How would I direct that force and what kind of life would I create for myself, and for the people around me?

Have you ever noticed that one of the more interesting things about power is that all of us thinks everybody has some—except ourselves! If you're the boss, you think the employees have it; and if you're the employees, you think the boss has it. If you're the parents, you know the kids must have it, because you sure don't; and if you're the kids, you feel the need to fight for it, since it certainly rests in the hands of the older generation. Why is it that power remains so elusive for so many? Why do we tend to think of power as something that exists outside of us, that we can earn or simply take, maybe even buy, and then wield like a weapon? How is it that we think of power as something finite, with only so much available, and if someone else has some, we may not get enough; that power is designed to be used to make things happen, to do things to something; and that, if you aren't very careful, someone will try to do something to you or make you do something you don't want to do? Or, perhaps, even take your power away? It is as if there were a shortage and we must zealously guard whatever we have for fear of its being taken or simply evaporating if we are not relentless in our vigilance.

Stripped of our sense of personal power—that is, our ability to create for ourselves a life that we want and believe to be worth living—we are left trembling in fear and uncertainty, or filled with resentment and

rage. We experience a profound of loss of dignity and a violation of our personal integrity (i.e., wholeness). If we react so strongly to such an awareness, is it possible that personal power is a naturally occurring state, and one that at some very deep level we hold to be our birthright?

The things that occur at very deep levels of the body, and/or deeper levels of mind, must move beyond how we have been taught to think. Our cultural conditioning has molded us to focus our attention on the words in our heads at the cost of the sensations in our bodies. For generations, and in a variety of ways, we have been conditioned to ignore our instinct and our intuition, and to abdicate to the rules and regulations of home, church, and school. By the time we get to work, where we will spend more time than anywhere else in our adult lives, we are well trained. It's a miracle that we can feel anything at all!

By the time we get to work, we have been rewarded for close to two decades for *not* thinking for ourselves, for toeing the party line, being a team player, not rocking the boat, and supporting the status quo. That powerful energy that ran through our bodies seems to have cut back to a trickle. And often, we find ourselves feeling flat and lifeless, bored, and wondering, Is this all there is? or sometimes agitated and impatient, not knowing why. Perhaps it's time we went deeper into our own awareness and went beyond what we have been taught to call reality or truth.

In Pathways to Personal Power, we take a journey into places where many people rarely allow themselves to go. We go deep into the self, inside, where our feelings reside, our greatest hopes and our darkest fears. And we begin to notice that before life happens out there, it happens inside first. We begin to ask ourselves questions such as: If I am so quick to take responsibility (i.e., hold myself able to respond) for the things in my life that are working, why am I so quick to hold someone else responsible when it's not working? Why is it so easy for me to reach out and grasp the things that work; Why am I so quick to drop the things that don't work, as if I've been bitten by a snake? What if I am responsible (i.e., hold myself able to respond) for it all—the good and the bad, the stuff that works and the stuff that makes me want to crawl back into bed and stay there!

We begin the workshop by taking a journey into the evolution of the human being: how did we become who and how we are? We

explore how—no matter our gender, our time and/or place of birth, our cultural conditioning, our religious training—there are certain structures and experiences common to all human beings.

The first of these is that we arrive, with the basic design being one of a number of organs, structures, and systems in a *bag* called the body, including a brain and a nervous system. We concede that we have learned more about the brain and the nervous system in the last ten years than we had known in the previous 100. This is not rocket science. You need read only the more popularized journals, like *Discover* or *Maclean's* or *Time* magazine, to find articles that marvel at the power of the human nervous system, at how with every new thought we think, the topography of the brain shifts, never again to think the same thought the same way. We know today that the brain and the central nervous system are living, breathing, shifting, changing, and growing expressions of who we are, that as the tissue shifts and changes, so does our ability to process information. The human nervous system is recognized as the most magnificent bio-computer in the universe, capable not only of astounding acts of repetition but also of massive waves of creativity and innovation. We all have a brain and a nervous system, and as we come to better understand it and make friends with it, our capacity to fully express and create causes the world to be permanently altered.

In addition to having a body, a brain, and a central nervous system, there are other things that we have in common, around the globe. For example, none of us is hatched. We are all conceived and grow in utero for, give or take, nine months. We all experience a birth process that is still either vaginal delivery or by Caesarean section. We all have initial experiences with Mom and Dad, or our first contact with power and authority; we have extended family, including siblings, aunts, uncles, and cousins; we have babysitters; and we have community activities that begin at a very early age, like T-Ball, Cubs, Brownies, or Sunday school. Today, we have daycare where children spend more time with relative strangers than they will ever spend with their own families. And then, of course, we have what I fondly refer to as boot camp for Life, or school; and let's not forget church, or some form of religious structuring. And finally, the one place you will spend more time than anywhere else in your life—work. Whether work takes place in the rice fields or on the 45th floor of a downtown high-rise, the effect is the same.

Deep inside us, each of us carries information unique to our structuring of the world in which we live. These experiences, from conception to death, are wired directly into the nervous system and

literally shape whom we become. Traditional psychologists believe that our core beliefs—beliefs about ourselves (good person, bad person), about the world (safe, unsafe), and about our ability to manage in our world (competent, incompetent) are in place by the time we are five years old. Having had two children and having worked with adults now for close to twenty years, I believe they are in place much earlier. Few of us, ever revisit those core beliefs as structured and defined through the experiences of a five-year-old. Just ask yourself when was the last time you thought about what you believe, about what really matters to you—not what someone else wants you to believe, or thinks you should believe, but what really matters to you. If it's been a while, you also have to ask yourself who's driving the bus.

Is it any surprise that we become adults, and when certain circumstances present themselves, we feel like children? Have you ever wondered why it is that you are an intelligent, articulate, capable, and responsible adult until you cross the threshold of your parents' house and then, all of a sudden, you're eight? What is stored inside us that leaves us believing in our own powerlessness and helplessness?

Although we have been trained to operate from linguistically structured thought—meaning the concept that thought occurs in words and phrases—there is much more occurring inside the body. Ancient wisdom proffers the notion of energy centres in the body, or chakras, that are like generators that keep the body energy, or life force, moving freely. Many trained in the traditional allopathic world view have, until recently, dismissed this notion as ludicrous, as there was no evidence that could be measured with the naked eye or with existing instrumentation.

However, with the discoveries of scientists such as Candace Pert (*Molecules of Emotion*) or Valerie Hunt (*Infinite Mind: The Vibrations of Human Consciousness*), we are becoming more aware of the power of the human body and the implication of the presence of an electromagnetic field that surrounds it. There is a correlation between the movement of energy through this electromagnetic field, the process of thought as we have come to know it, the movement of energy and information through biochemical and electrochemical impulses through the body, and our sense of personal power. Given that few of us were taught any of this in Grade 10 biology/science classes, or even beyond at the university level, how well do we know how to decode the messages of the body and their relationship to our thoughts?

The next step in the program is to introduce a tool that we use not only for defining the relationship between linguistically structured thought and movement of energy, but also for decoding the messages of the energy system in the body and identifying their expression through linguistically structured thought. We explore how our cultural conditioning has taught us to ignore the messages from the body and defer to the rules, whatever they may be, at work, at home, and in relationships. We have been taught to value linguistically structured thought, which often translates to logic and reason, above all else in our lives. But have you ever noticed that before you ever think a linguistically structured thought there is always a movement of energy through the body? We sometimes call that movement a hunch or a gut feel. And yet, as our thoughts become more habituated, we notice the energy less and less, as it has become a habit of thought and moves through deeply rooted pathways, with very little resistance from tissue in the body. Science tells us that the average human being thinks about 65,000 thoughts a day. That's the good news. The bad news is that more than 90% of them are exactly the same as the ones we thought yesterday!

As you allow yourself to think new thoughts, meaning to move away from the traditional, culturally conditioned, biased thinking, the topography of the brain is actually transformed by the action of this process and its related movement of energy. When this happens, a sensation runs through the body. You have just had an original thought, or a new insight, or an interpretation that is entering your awareness for the first time. It is not unusual at such times to find yourself unable to put words to what you have just experienced. When this happens, you become able to perceive your experience through new eyes, to process the data of your life through new thought models. It is now impossible for you to come to the same old conclusions.

Personal power is the deep sense of calm and alignment that comes from knowing that you create your own reality. What matters is not what happens; what matters is what you do about it. Personal power is trusting, at a very deep level of mind, that no matter what is occurring in your experience, you created it. If you created it, you can change it and create something else instead. With this level of trust also comes a willingness to think new thoughts, take risks, say no to the things that hold no value for you, and move forward. What also comes with this level of trust is a willingness and an ability to allow yourself to know the truth—not truth as an absolute, but truth as it exists for you, from deep inside you where you live.

Your body is sending you messages all the time. You will interpret these messages through culturally conditioned thinking, which may result in your interpreting them as pain or the flu or a sinus headache. Were you to become more familiar with the energy centres in the body, you would come to realize, for example, that your headache is about the energy centre called the third eye, which is the centre of ethereal sight, the platform on which we stand to move into the future, or the centre of the possible self. If you are experiencing "pain," which is caused by a blockage of movement of energy, you may want to consider what is going on in your life with regard to your future. Are you allowing yourself to know the truth of where you want to go and what you want to do? Of who you want to become? Are you experiencing confusion about your next step in life and feeling uncertain about taking action? Are you trying to push away an insight that you know is there and, should you allow yourself to acknowledge it, you will no longer be able to live as you do? (For more detail, refer to Anodea Judith, *Wheels of Life.*)

Each of these energy centres relates to a specific level of thinking, meaning that movement in each of the energy centres carries clues and cues about its corresponding level of linguistically structured thought. When you work with both of these together (integrating the process of the left brain and the right, or the processes of the conscious mind and the unconscious mind), you become aware of things that are sometimes hidden from view. Learning how to decode these messages could be the key to changing your life. There is no greater sense of power than to know that you are in control of your own destiny.

Take the big plunge and read Candace Pert, or Valerie Hunt, or Anodea Judith. So what if they weren't recommended reading in high school or university! You may be surprised to know that science has made leaps and bounds since you and I were in our twenties! We are not who we have been taught to believe we are. We are multidimensional, multi-faceted expressions of pure potential. But sometimes, when we look in the mirror, we'd never know it.

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Positions socioprofessionnelles des jeunes adultes

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POSITIONS SOCIOPROFESSIONNELLES DES JEUNES ADULTES

Le conseiller d'orientation et les jeunes adultes auprès de qui il intervient sont fortement affectés par la restructuration du marché du travail. Quelle est la nature de cette restructuration et comment affecte-t-elle les jeunes? Une réflexion à ce sujet nous est apparue pertinente pour mieux comprendre la réalité des jeunes, les difficultés qu'ils rencontrent et certaines avenues qui s'ouvrent à eux.

Crise de l'emploi

Depuis environ 20 ans, le marché du travail a connu de profondes transformations. On attribue ces changements notamment à des facteurs structurels telles l'implantation massive des nouvelles technologies, la mondialisation des marchés, la concurrence internationale entre les anciens et les nouveaux pays industrialisés et la déréglementation des marchés (Matte, Baldino et Courchesne, 1998). Parmi les conséquences importantes de cette mutation, on note le manque d'emplois et leur précarisation.

De 1990 à aujourd'hui, le taux de chômage de la population active du Québec s'est maintenu autour de 12 % (Moreau, 1997). Depuis 1993, le taux de chômage moyen des 15–24 ans a été de 18,5 % (Grenier, 1998a) et il atteignait 11,7 % chez les 25–29 ans en 1997 (Grenier, 1998b). Comme le souligne Grenier (1998b), chez les plus de 25 ans, le chômage est habituellement causé par une perte d'emploi, alors que, chez les plus jeunes, il est plutôt associé au prolongement de la période de transition entre les études et l'obtention d'un emploi. Par ailleurs, même si les 25–29 ans semblent en meilleure posture que leurs cadets en ce qui a trait au chômage, ces deux groupes se trouvent néanmoins grandement affectés par la croissance impressionnante de l'emploi atypique défini par Matte, Baldino et Courchesne (1998) comme étant « ...tout ce qui n'est pas un emploi salarié permanent à plein temps » (p. 17). L'emploi à mi-temps, autonome, temporaire et le cumul des emplois sont les principales manifestations de l'emploi atypique, qui se caractérise par la précarité, l'instabilité et sa faible rémunération. Le nombre de ce type d'emploi a plus que doublé au cours des 20 dernières années et est passé de 16,7 % en 1976 à 29,3 % en 1995. Si la tendance se maintient, Matte, Baldino et Courchesne (1998) estiment que la proportion d'emplois atypiques sera supérieure à celle de l'emploi typique d'ici 20 ans.

Les jeunes se retrouvent en plus grand nombre dans les emplois atypiques, particulièrement le travail à mi-temps (Moreau, 1997).

Selon Matte, Baldino et Courchesne (1998), certains de ces jeunes font le choix de ce statut d'emploi de plein gré, pour des raisons personnelles, mais d'autres s'y soumettent faute de pouvoir obtenir un emploi à temps plein. À ce sujet, en 1995, 28,4 % des jeunes de 15 à 24 ans qui voulaient et pouvaient travailler à temps plein n'ont pu trouver un tel emploi. Le nombre croissant des emplois à mi-temps et le fait qu'ils sont occupés en bonne partie par les 25–44 ans, contribuent à réduire le nombre d'emplois disponibles pour les plus jeunes et à rendre leur position socioprofessionnelle précaire.

L'emploi autonome, l'emploi temporaire et le cumul des emplois sont d'autres manifestations de l'atypie du travail des dernières années. Si la première situation concerne peu les jeunes travailleurs, les deux autres, cependant, caractérisent davantage l'expérience du marché du travail des 15–30 ans. En effet, malgré une augmentation de l'emploi autonome au Québec, Matte, Baldino et Courchesne (1998) constatent que les 20–29 ans n'occupaient que 6,1 % de ces emplois en 1993, les trois quarts des travailleurs autonomes étant âgés de 40 ans et plus. L'emploi temporaire, pour sa part, s'est accru de 16 % au Québec entre 1989 et 1994. On retrouve ainsi 24 % des 15–24 ans et 57 % des 25–44 ans occupant ce type d'emploi. Quand au cumul des emplois, Matte, Baldino et Courchesne (1998) remarquent aussi que les 15–24 ans sont plus nombreux à vivre ce genre de situation. En 1996, ce groupe constituait 20 % des personnes ayant plus d'un emploi. L'augmentation des revenus, la visibilité dans plus d'un milieu de travail, le fait de s'assurer une certaine sécurité de revenu advenant une mise à pied et l'espoir d'atteindre une position socioprofessionnelle plus stable sont autant de motifs, croyons-nous, pouvant expliquer ce comportement.

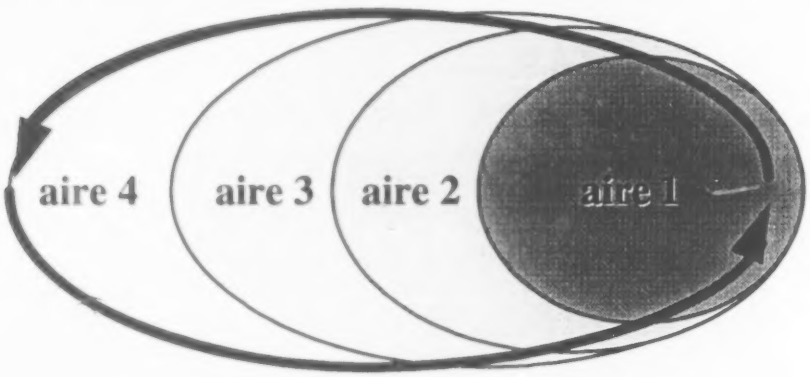
Finalement, un nombre impressionnant de jeunes prestataires de l'aide sociale sont aptes au travail (environ 9 sur 10). Lanctôt et Lemieux (1996) observent que, depuis le début des années 1990, le poids des jeunes de moins de 30 ans pour l'aide sociale se maintient autour de 30 %. Ces données sont corroborées par une analyse récente du ministère de l'Emploi et de la Solidarité (1998), qui précise aussi que, des 104 997 prestataires aptes au travail en décembre 1997, 3 % avaient moins de 20 ans, 11 % avaient entre 20 et 24 ans et 12 % avaient entre 25 et 29 ans. Ces jeunes sont dans la pauvreté, une pauvreté tellement importante qu'elle réduit bien souvent la capacité de mettre en marche un projet d'insertion ou de réinsertion socio-professionnelle (McAll, 1996). Cette pauvreté, croyons-nous, est susceptible de les pousser ou de les maintenir dans une zone d'exclusion sociale et professionnelle.

Cette brève démonstration permet d'illustrer l'importance de la crise de l'emploi, qui afflige davantage les jeunes adultes. Elle nous permet aussi de constater la multiplicité des positions occupées par ces jeunes sur le marché du travail. De manière à mieux décrire ce phénomène, nous proposons une ébauche de typologie qui tente de délimiter davantage ces principales positions, ce qui les caractérise et les réactions dominantes de ceux et celles qui occupent plus précisément l'une ou l'autre d'entre elles (Fournier et Bourassa, à paraître). La crise de l'emploi est aussi une crise de l'intégration sociale, ces deux processus demeurant toujours intimement reliés. C'est pourquoi nous parlons de positions socioprofessionnelles.

Typologie des positions socioprofessionnelles

À la lumière des indicateurs du marché du travail des jeunes que nous venons de présenter et de résultats obtenus dans le cadre de nos propres recherches, nous dégageons quatre grands types de positions socioprofessionnelles. Ces positions sont désignées par l'une ou l'autre des quatre aires de la figure 1 ci-dessous : (1) aire de stabilité en emploi; (2) aire de légère instabilité en emploi; (3) aire de grande instabilité en emploi; (4) aire d'exclusion.

Figure 1 Aires de positions socioprofessionnelles



L'aire 1 regroupe les jeunes qui détiennent un emploi à temps plein. Bien que ce type d'emploi soit de plus en plus difficile à obtenir, il demeure encore une des attentes les plus importantes d'une grande majorité de jeunes et tient lieu de centre de gravité auquel plusieurs d'entre eux aspirent. Dans cette sphère, l'emploi occulte, partiellement

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du moins, les soucis financiers. L'avenir est assuré et les projets tant personnels que professionnels sont permis. Le travail est généralement perçu comme une source de réalisation et fournit à l'individu un espace et un réseau de relations. La perte du travail des personnes faisant partie de cette aire est habituellement vécue de manière dramatique.

La deuxième aire, présentant un espace un peu moins large que la première, mais qui gagne en importance depuis une décennie, exprime un niveau léger d'instabilité sur le marché du travail tout en se situant à proximité de la position idéale à atteindre. La vie sur le marché du travail est faite de périodes d'emploi et de temps de chômage, mais ces derniers sont beaucoup moins nombreux que les premières et, le plus souvent, prévisibles. Les emplois peuvent être relativement satisfaisants, mais l'ancrage dans un milieu de travail n'existe pas ou peu. Un certain nombre de jeunes travailleurs s'accommodent très bien de cette situation professionnelle et, qui plus est, en tirent même profit, inventant d'autres manières de vivre leur rapport avec le travail. D'autres, cependant, entretiennent un sentiment d'échec professionnel et, comme une majorité de gens, aspirent fortement à occuper la position 1 ou encore à la retrouver et ce, même s'ils expérimentent une relative stabilité en emploi et qu'ils ont peu d'inquiétudes réelles par rapport à leur situation financière.

La troisième aire, figurée ici par un demi-cercle s'éloignant largement du centre de gravité, rend compte d'une situation professionnelle de plus en plus instable, et vécue par un nombre assez important de travailleurs, particulièrement les jeunes. Ils vivent des emplois précaires, du travail à mi-temps, des périodes de chômage ou d'aide sociale. Cette situation marque notamment pour plusieurs années ceux et celles qui se trouvent en début de carrière. Une grande majorité de ces jeunes se situant dans cette position cherchent par toutes sortes de moyens à atteindre l'aire 1, orientant leurs actions essentiellement dans ce sens et s'empêchant de remettre en question cette éventualité. Si le passage dans cette aire d'instabilité peut faire partie du lent processus d'insertion ou de réinsertion socioprofessionnelle des jeunes, il entraîne trop souvent leur démission et risque de les faire glisser vers l'aire des exclus.

La quatrième aire représente les exclus du marché du travail. Cette exclusion prend différentes formes allant de l'itinérance aux conduites frauduleuses ou à toute autre forme de marginalité. La grande majorité de jeunes qui se trouvent dans cette aire ont toujours comme modèle de référence l'emploi typique, celui encore prescrit socialement. Les réactions de ceux qui occupent cette position

peuvent conduire à la démission sociale ou encore à la recherche de solutions pour se sortir de cette exclusion. Si, pour certains, cette exclusion traduit un « vivre autrement » qui les satisfait et correspond à leurs normes et valeurs individuelles, pour d'autres, beaucoup plus nombreux, cette situation est désespérante, dévalo-risante et mal vécue.

Crise identitaire, crise du lien social

Au XIX^e siècle, la révolution industrielle fait de l'emploi la manifestation la plus commune de la notion de travail et le principal régulateur de l'ordre social (Chalifour, 1997). L'emploi fournit une rétribution permettant aux travailleurs et aux travailleuses de suffire à leurs besoins, tout en contribuant à la croissance économique de leurs régions et de leur pays. Mais, plus encore, l'emploi devient une voie quasi incontournable d'accès à la citoyenneté et donc de reconnaissance sociale. Cette reconnaissance ayant un pouvoir d'attraction important, notamment pour les jeunes désirant accéder au statut d'adulte, elle a contribué à valoriser l'importance de l'emploi salarié. Devenant une condition indispensable à l'intégration sociale, l'emploi, et plus particulièrement l'emploi à temps plein est ainsi devenu, avec les années, le lieu principal de structuration et de reconnaissance de l'identité.

Les années 50 à 80 ont largement contribué à nourrir ce cadre de référence en indiquant les principales voies à suivre pour accéder à l'emploi et à la citoyenneté. Mais, depuis, la détérioration des conditions du marché du travail remet en question les cadres de référence, les attitudes et les comportements qui jusqu'alors assuraient la réussite sociale et professionnelle. Cette situation n'est pas sans conséquence sur les jeunes. D'abord, force nous est de constater que plusieurs d'entre eux espèrent toujours obtenir un emploi à temps plein et se réaliser dans un travail qui correspondra à leurs aspirations. À ce sujet, une de nos recherches révèle que 18 mois après avoir reçu leur diplôme, plusieurs jeunes attendent de leur emploi une valorisation personnelle et un sentiment d'utilité. Ils veulent que leur travail ait du sens dans leur vie, qu'il corresponde à leurs potentialités et contribue à leur épanouissement personnel. Ils s'attendent à ce que leur travail leur permette d'être autonomes financièrement et de faire des choix de vie satisfaisants (Fournier et Croteau, 1998). Ces attentes sont par ailleurs de plus en plus difficiles à réaliser. Pour ceux qui y arrivent tout comme pour ceux qui apprécient leur situation de relative précarité, le travail peut être encore perçu comme une expérience positive. Il en est tout autrement pour ceux dont le projet professionnel se bute à une réalité empêchant sa réalisation. La colère, la frustration, le sentiment d'injustice, la désillusion

apparaissent progressivement (De Queiroz, 1996). La situation s'envenime davantage quand les attentes et les aspirations demeurent inassouvies et que les périodes de chômage se prolongent. Comme l'observent plusieurs chercheurs, ces expériences contribuent à la détérioration de l'équilibre psychologique. Les personnes concernées éprouvent « des sentiments persistants de solitude et de retrait social, une perte d'estime de soi, l'apparition de sentiments dépressifs qui s'aggravent [...], notamment chez les jeunes diplômés en situation de chômage prolongé » (Moisan, 1997, p. 5). L'écart entre le destin souhaité et les possibles imposés les renvoie à une crise identitaire majeure. Ne pas être ce qu'ils voulaient être, mais pis; ne pas être en emploi, alors que l'emploi demeure une valeur centrale les conduit à une dégradation de l'image d'eux-mêmes et du rapport avec les autres. À ce sujet, Demazière (1996) écrit : « Plus que la misère économique qu'il engendre, le chômage signale la fin et la destruction des identités individuelles et collectives. » (p. 336)

Le travail, ou plutôt l'emploi tel qu'on l'a connu, est une construction sociale (Berger et Luckmann, 1996; Gorz, 1997), un produit historique qui s'est imposé comme une norme, une sorte de vérité et de nécessité dans notre économie capitaliste. Par l'emploi, la personne acquiert un pouvoir de consommation, mais elle devient aussi un *être social*, un *être normal* qui participe à des activités donnant du sens à sa vie. Être sans emploi ou se retrouver en situation de précarité, c'est se rapprocher ou se situer en marge ou du moins éprouver le sentiment d'être marginal. Pourtant, comme nous l'avons vu, il y a plus de jeunes qui occupent des emplois atypiques ou qui sont au chômage (aires socioprofessionnelles 2, 3 et 4) que de jeunes qui possèdent un emploi à temps plein. Ainsi, l'emploi à temps plein, jadis la norme, devient un fait qui se marginalise, et l'emploi atypique, un fait qui se normalise. Par ailleurs, le rêve de l'emploi à temps plein et le goût de se réaliser comme personne dans un travail qui correspond à ses attentes demeurent persistants dans les représentations actuelles des jeunes. Même en faisant partie de la majorité qui n'ont pas d'emploi typique, bien qu'étant alors dans la norme, plusieurs jeunes se sentent marginaux, isolés, insatisfaits et inquiets. Aussi, comment aider les jeunes à composer avec cette nouvelle réalité socioprofessionnelle? Quelle est la place du conseiller et de la conseillère d'orientation?

Réorganisation du travail et place du conseiller d'orientation

Si la mort du travail apparaît peu envisageable à court et à moyen termes, le rétablissement des conditions de prospérité antérieure est également peu probable. On ne peut par ailleurs contester le fait d'une réorganisation importante du marché du travail et de l'emploi, réorganisation marquée en bonne partie par l'incertitude et l'indétermination,

mais qui peut laisser progressivement de la place à de nouvelles façons de voir et de vivre le travail et la citoyenneté. Concevoir l'intervention du conseiller d'orientation dans pareil contexte exige une compréhension de la réalité qui laisse place à l'alternative et à l'ouverture. La perspective socioconstructiviste nous apparaît intéressante en ce sens. L'emploi peut être alors considéré comme un univers socialement construit. Comme l'écrivent Berger et Luckmann (1996), « dans la mesure où ils constituent des produits historiques de l'activité humaine, tous les univers socialement construits changent et le changement est introduit par les actions concrètes des êtres humains » (p. 159). Tout en reconnaissant le poids déterminant de la structure des systèmes en place et les contraintes qu'ils imposent aux acteurs, on ne peut les considérer comme des réalités ontologiques non modifiables. En d'autres mots, l'acteur possède un certain pouvoir sur ce qu'il a construit et, de ce point de vue, la crise peut être perçue comme une occasion pour revisiter ces constructions, les rénover, les détruire en partie et en construire de nouvelles, le cas échéant. Aussi, le travail du conseiller d'orientation nous semble, plus que jamais, pertinent. Il peut aider l'individu à faire de cette crise du travail un moment privilégié pour élaborer de nouvelles représentations du travail et du monde du travail, lesquelles lui permettraient de construire son identité et de s'affirmer comme citoyen en dehors de l'emploi salarié typique. Le conseiller d'orientation peut également agir comme agent de changement social en favorisant la création de nouvelles solidarités pour, d'une part, aider l'individu à sortir de son isolement social et, d'autre part, générer à plus long terme des transformations collectives dans les façons de se représenter le travail et, peut-être ainsi ouvrir la voie à un véritable *vivre autrement* collectif.

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The Career Self-Concept: From Theory to Practice

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THE CAREER SELF-CONCEPT: FROM THEORY TO PRACTICE

There is frequent emphasis in the vocational psychology literature upon the importance of the self-concept in career development and choice. Super's (1957) self-concept approach to vocational behaviour led to many research projects that focused attention on the significance of the self-concept in vocational behaviour. Zunker (1998) comments that the vocational self-concept develops through physical and mental growth, observations of work, identification with working adults, and general environmental experiences. As experiences become broader in relation to awareness of the world of work, a more sophisticated self-concept is formed. Although the vocational self-concept is only part of the total self-concept, it is the driving force that establishes the career pattern one will follow throughout life. Thus, individuals implement this self-concept into careers that will provide the most efficient means of self-expression.

Super (1953) describes a continuous development characterized by a lifelong succession of stages, a process, he felt, of developing and implementing a self-concept and of compromising between self-concept and reality. Zunker (1998) writes that, in setting the goals of career counselling, the counsellor attempts to assist clients to develop an accurate picture of their self- and life-roles. Zunker advocates that choices are to be based on implementing the self-concept into the world of work in a realistic manner, thus echoing Super's opinion.

This is a theory. Before attempting to find ways to translate this theory into practice, let's stop for a minute and consider the plight of clients who approach counsellors for assistance in planning their careers. Many will be fearful, feeling lost and uncertain. Even those who have formed a tentative career goal and are seeking confirmation that they are choosing wisely—a much larger percentage of clients than is generally acknowledged—are faced with a decision that can profoundly affect the rest of their lives. As a result, whether clients are completely at sea or have developed some sense of direction, they have good reason to be concerned that they make informed decisions.

If we accept that vocational choices should be based on implementing one's self-concept, it seems obvious that becoming aware of one's self-concept is an essential first step in the process. However, what guarantee is there that gaining this awareness will immediately lead to effective career choice? To be honest, none. There has to follow a second step, namely, verification of the accuracy of the self-

concept. Career selection and development represent a complex, inevitably ideographic interaction of three major domains: abilities, vocational interests, and occupationally relevant personality characteristics (Lowman 1991). Clients need assistance in accurately assessing each of these domains. It would be well to recall Super's (1953) statement already noted that developing and implementing a career self-concept calls for compromise with reality.

The third step is determining whether or not there is congruence among the domains. Such questions as these have to be raised: Do I have the ability to succeed in the occupation I am interested in? If not, are there options that match my interests and are within my capacity? Will the occupation suggested by my interests and abilities satisfy my vocational values; that is, will they provide what I hope to get out of my career? These are just a few of the issues that have to be raised to determine whether or not the client's career self-concept is congruent or inconsistent. The presence of conflict within the career self-concept leads to the fourth and final step: the search for congruence.

There are a number of ways in which a counsellor can help a client through the four steps in developing and implementing a reality-based career self-concept. One is through the revised Career Decision-Making (CDM-R) System (Harrington and O'Shea 1999). The CDM-R is primarily a career interest inventory, but one that goes beyond interest measurement to involve the user in a number of steps to promote understanding of self, steps necessary for effective career decision-making (Taylor 1988). The CDM-R takes a multidimensional approach to career decision-making that raises four questions: (1) What do I like? (my interests); (2) What do I do well? (my abilities); (3) What is important to me? (my values); (4) What do I know? (my knowledge of occupations and self). By going beyond interests, by looking at values, planning, and abilities, and by incorporating career information, the CDM-R examines the client's career self-concept in its various dimensions, tests its coherence, and provides a framework within which to reach the compromise Super speaks about in what is an evolving career self-concept.

Figure 1 shows a sample career summary profile, which is the product of a client, here Terry, responding to the CDM-R survey. Let's see how the client arrived at this profile. The stated job choices at #1 in the summary profile answer the question, *What do you want to be when you grow up?* Terry's two choices here came from choosing two job clusters from a list of eighteen clusters, each with sample jobs to help define the cluster. Terry next had to choose two

best-liked school subject areas from a list of fourteen, which resulted in the choices at #2. The future plans choice at #3 was selected from a list of nine, while the job values at #4 and abilities at #5 were chosen from lists of fourteen values and fourteen abilities.

Figure 1 Summary Profile

NAME: *Terry*

#1 STATED JOB CHOICES
1. *Technical*
2. *Data analysis*

#2 SUBJECT CHOICES
1. *Math*
2. *Business management*

#3 FUTURE PLANS
Community college

#4 JOB VALUES
1. *Good salary*
2. *Creativity*
3. *Work with hands*
4. *Outdoor work*

#5 ABILITIES
1. *Scientific*
2. *Spatial*
3. *Manual*
4. *Computational*

#6 INTEREST SCALE SCORES

Crafts	*36*	Social	*12*
Scientific	*31*	Business	*15*
Arts	*24*	Office operations	*22*

#7 CAREER CLUSTERS SUGGESTED BY YOUR SCORES FOR CAREFUL EXPLORATION
1. *Technical*
2. *Skilled crafts*
3. *Math-science*
4.

The interest scale scores at #6 indicate Terry's responses when she was asked to indicate preferences for 120 activities, which are listed in the interest inventory section of the CDM-R. Responses are scored against six scales representing the six major work settings proposed by Holland (1973): crafts (realistic), scientific (investigative), the arts (artistic), social (social), business (enterprising), and office operations (conventional). The terms inside parentheses are those used by Holland, those outside used by the CDM-R in an effort to make the scale names more vocationally meaningful. The career clusters suggested at #7 were derived by applying Terry's two highest interest scale scores at #6 to the eighteen CDM-R career clusters, that is, crafts-scientific led to the three clusters at #7: technical, skilled crafts, and math-science.

Before we attempt to interpret Terry's summary profile, it is important to establish the significance of each facet of the vocational self-concept that the profile reveals. Stated job choices at #1 have been made an integral part of the CDM-R because a substantial body of research clearly suggests that counsellors should carefully consider the expressed interests of clients because expressed interests have equal or better predictive validity than measured interests and that, when stated and inventory interests are not congruent, stated interests are the more predictive (Borgen and Seling 1978; Cairo 1982; Dolliver 1969; Holland, Gottfredson, and Baker 1990; Slaney 1988; Whitney 1969; Zytowski and Borgen 1983). As a result, counsellor and clients should closely study stated job choices that are not listed at #7 in the summary profile.

School subjects, too, reflect a person's interests in areas of learning, not just in school but in work, books, TV, and movies. There are two reasons for exploring this area. First, Strong and many other inventory authors have relied on school subjects to provide important clues about career areas that might bring satisfaction to clients. Second, and probably of greater significance, certain occupations require applicants to have successfully completed specific educational experiences. By having available a client's expressed subject-area preferences, client and counsellor can relate subject preferences to the future plans that the client has expressed at #3 and, using the CDM-R interpretive materials that indicate the education/training each job requires, assess the appropriateness of the planning in view of the client's interests stated at #1 and measured at #2.

Values at #4 introduce a further clarification of one's career self-concept. This section encourages clients to clarify their job values, that is, what they are looking for in a job that will bring them satisfaction.

Although there is a certain overlap of interests and values, Zytowski (1970) defends the usefulness of including values in career decision-making. For instance, a person might express strong interest in farming but discover that overall economic rewards and job security are often poor in this occupation. If at the same time this career decision-maker comes to realize that substantial and regular income are of high personal value, this may serve as a caution light and reveal the necessity for careful career exploration and counselling.

At #5 in the summary profile, clients estimate their strongest abilities by choosing four from a list of fourteen. It is obvious that no matter how strong a person's interest may be in an occupation and how well it is likely to satisfy his or her values, he or she must have the minimum ability to perform the occupation or to profit from training to acquire the necessary skills. Thus, counsellor and client will want to look to test scores, school records, and client experiences to validate client choices. Nevertheless, counsellors should be aware that there is a considerable body of research suggesting that self-estimates of ability are efficient predictors of achievement. Harrington and O'Shea (1993) summarize this research. Finally, at #6 and at #7, the results of a client's responses to the interest inventory section of the CDM-R are presented. The rest of this paper will focus on interpreting these results.

Let's take a closer look at Terry's summary profile. The overall profile represents Terry's career self-concept. Embedded in the profile are the three domains Lowman (1991) mentioned above: abilities at #5; interests at #1, 2, 6, and 7; and occupationally relevant personality characteristics at #4, as well as at #6, keeping in mind that the Holland (1973) theory postulates six basic personality types bearing the same names as the interest areas. Terry's summary profile thus yields a rich fund of information about her vocational self. It now becomes Terry's and the counsellor's task to determine the degree of congruence in the profile. If congruence is lacking, they must work toward discovering why this is so and, if necessary, search out more congruent career clusters. Once there is internal congruence, they must implement the self-concept into the world of work in a realistic manner (Zunker 1998).

How do Terry and the counsellor determine the internal congruence of the profile, as well as its congruence with the external world of work? They can use the separate CDM-R interpretive folder, which is designed to help clients and counsellors derive meaning from client responses to questions in the survey booklet-responses that are found in the summary profile. The concept of congruence is

likely to remain for many clients rather abstract and difficult to translate into an understanding of the significant assistance their summary profiles can provide in leading them to effective career decision-making. To overcome this problem and provide clients with a graphic demonstration of the degree of congruence in their summary profile, the CDM-R suggests that they use their interpretive folder in a simple circling procedure.

In order to understand the circling procedure better, it is necessary to know something about the folder. The folder has a large chart, and for each of eighteen job clusters tells clients (1) what education and/or training a job requires; (2) what the job outlook is for each job; (3) what school subjects are related to each job cluster; (4) what job values one can hope to satisfy through each job cluster; (5) what abilities one needs to succeed in each cluster; and (6) where to find more information about jobs.

Figure 2 (see next pages) provides a display of part of the clusters chart. It has two examples of the circling process, both reflecting Terry's summary profile. In example A, Terry's circling corresponds to her responses in the summary profile. Terry listed math as a subject choice at #2 and circled math under the related school subjects column. This is the only subject circled in this column because Terry's other subject choice, business management, is not listed in the technical cluster. Terry followed the same procedure with the job values and abilities column. The overall visual result is to see many circles in the technical career cluster—that there is congruency. Clients should not expect perfect congruency, since not every subject, value, and ability listed for a cluster will relate to every job in the cluster. Terry's technical career-cluster circling in example A strongly suggests that this is a cluster that she should explore carefully as one career option.

In example B, Terry decided to explore data analysis, even though her measured interests do not lead to its being listed at #7 in her summary profile; she did so because it was one of her stated job choices in #1. After circling school subjects, job values, and abilities from the summary profile, Terry saw very few circles, certainly far fewer than in example A. Not only did the interest portion of the CDM-R not suggest data analysis at #7, but also the profile reveals a lack of congruence between Terry's selected values and abilities and those associated with data analysis. In this case, the stated choice of data analysis did not receive much support from the rest of the survey responses. As a result, Terry should seek counselling to discuss the potential conflict of working in jobs that do not correspond to

the ability demands and the value system associated with data analysis.

In addition to using the summary profile to determine the congruency between the client's self-concept and the characteristics of a job cluster, counsellor and client can glean clues from it that will further facilitate their exploration. Clearly the fact that Terry's first stated job choice at #1, technical, is the first suggested by her interests in #7, lends support to technical work as a cluster to which Terry should pay special attention. One question that Terry might raise would be the appropriateness of math-science as a career option. Certainly the choice of scientific as an ability supports math-science, just as it does technical. However, the choice of community college for future education is less encouraging, since most math-science jobs require a four-year college degree. The choice of computational and manual as abilities, together with the failure to list mathematical, are also less supportive of math-science than of technical. Finally, having a

Figure 2 Examples of Congruence Testing

What does circling tell you?
Many circles indicate a good fit between your career self-concept, found in your summary profile and a cluster. A good fit gives confidence that you should enjoy this kind of work.

Example A

JOB CLUSTER	RELATED SCHOOL SUBJECTS	JOB VALUES	ABILITIES
☑ Technical	Agriculture Art Industrial shop (Math) Science Technical studies	(Good salary) Job security (Outdoor work) Physical activity Risk (Work with hands) Work with mind	Artistic (Computational) Leadership (Manual) Mathematical Mechanical (Scientific) (Spatial)

In example A, Terry has circled many school subjects, values, and abilities related to the technical cluster. This agreement gives added confidence that Terry should enjoy working in this career area. Why? Because persons with many circles are saying that not only are they interested in technical jobs, but also that they can use their strengths to carry out the jobs and they will satisfy values important to them.

higher interest scale score in crafts than in scientific would suggest that Terry may be more oriented to the practical than the theoretical, again pointing to the technical cluster. Overall, then, there appears to be more profile congruence with technical than with math-science.

This paper has focused on the career self-concept as a major means of assessment in career selection. In order to assist clients in translating this career concept into a realistic plan of action, the CDM-R interpretive folder provides information to clients about current job outlook, educational/training demands of specific jobs, a guide to college majors and training programs, and suggestions for continuing one's career exploration. Clients can also scan all eighteen career clusters displayed in the CDM-R careers chart, perhaps selecting one or more that hold some appeal and then using the circling procedure to explore any cluster so identified. There is no need to restrict one's exploration to clusters suggested by the CDM-R scale scores.

In summary, the CDM-R is designed to reveal to clients an organized picture of their career self-concepts. While the summary profile is based on what clients already know about themselves, it may well

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What does circling tell you?
Few circles indicate a poor fit. The cluster may not be your best choice.

Example B

JOB CLUSTER	RELATED SCHOOL SUBJECTS	JOB VALUES	ABILITIES
☑ Data analysis	Business finance Business management Clerical studies English Math	Good salary High achievement Job security Leadership Prestige Work with mind	Clerical Computational Language Leadership Mathematical

In example B, Terry has circled very few school subjects, values, and abilities related to the data analysis cluster. If this happens to you, speak to your counsellor about the potential conflict in a job that does not make use of your strongest abilities and may not satisfy your values.

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for the first time allow them to organize this information and see the relationships among the major domains in career selection described by Lowman (1991): abilities, vocational interests, and occupationally relevant personality characteristics. Clients who take the time to carry out the circling process will quickly see the degree of congruence in their career thinking—a valuable step in career selection.

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The Importance of Body Language in Your Life

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THE IMPORTANCE OF BODY LANGUAGE IN YOUR LIFE

Any brief paper on Body Language needs to be pointed either towards defending the rationale of believing in the existence of body language or interpreting what various body movements mean in the world of body language. A brief paper cannot do justice to both. Though it is much more fun to do the latter, the purpose of this paper is to build the rationale for your accepting that what you say often matters less than *how* you say it.

Understanding and using body language has been described as the single most powerful secret shared by young executives and career climbers. It transcends both your personal and professional lives.

Dr. Jo-Ellan Dimitrius' and Mark Mazzarella's book *Reading People* says that reading people is neither a science nor an innate gift. It is a matter of knowing what to look for and how to recognize the patterns in a person's appearance and body language (Dimitrius and Mazzarella 1998). Dimitrius has, for years, made her living sizing up more than 10,000 jurors, witnesses, lawyers, and judges.

Body language also talks through sculpture. Surely, Auguste Rodin's most famous piece doesn't need its title of *The Thinker.* Anyone looking at the nineteenth-century bronze figure can see the interior of a thinking mind.

Studies in the early 1990s caution that only seven to eight percent of communication is verbal. Ralph Waldo Emerson said, "What you are speaks so loudly that I cannot hear what you say" (Grant 1995). You've heard the old saying that a picture is worth a thousand words; well, a movement is worth more than a thousand words, because it is a picture come to life.

Human beings are not the only ones to use body language. Animals use it to effect dominance and to show submission. Cats bristle and take stiff steps. Bears and coyotes strut. Pigeons swell. Codfish bulge their heads and thrust their pelvic fins. Lobsters get up on to the tips of their legs and arch their backs. Wolves and dogs tuck their tails between their legs and slink. Chimps bob their heads rapidly and repeatedly. Each of these actions speaks loudly to its observers. There are four basic "messages" wildlife give through their body language: contentment, submission, alarm, and aggression (Curtis 1998).

During my five years in Japan, I watched the Macaque monkeys, who are most famous for representing the wisdom of Buddha: "Speak

no evil, see no evil, and hear no evil." Besides the body language that we recognize in these monkeys—the covering of eyes, ears, and mouth—the males use threatening and aggressive body language when challenged. Their direct stare intimidates opponents. The head bobbing tells challengers that they must fight or flee. The opened mouth displays the weaponry of his teeth.

Early studies of body language came from psychologists when they found it necessary to know whether their clients were telling the truth.

Body language involves our totality. It certainly involves our walk. Our walk is like a second signature. The way we move our arms and legs, carry our head, swing our hips, hold our chest, are very honest indications of what is going on inside us. Remember Helen Fisher's song from the eighties, "The Way You Walk That Walk?"

Reading people also demands that we wipe out all stereotypical thinking that clouds our vision when we try to read another's body language. Dimitrius sums it up with her comment, "You can't pour a hot bath if you start with a tub that's half full of cold water" (Dimitrius 1998).

Another major area of body language rests in the eyes. Eye contact is one of the more helpful indicators of a person's mental state. Pupils dilate when we are pleased or interested, and constrict when we are displeased, tired, or bored. So tinted glasses can prevent others from reading important signals.

The hand has been called the visible part of the brain. Several years ago, I saw a commercial where the scene was set in a funeral parlor, but the camera was on people's hands, not the faces. Hands were twisting a handkerchief, a hand was patting someone on the back, hands were clasping other hands. The camera had caught raw emotion expressed through the use of hands.

The handshake is the most widely used form of greeting in Western society, conveying power and status. It originally demonstrated that the person came unarmed. The dominant hand was empty of any weapon. Today the handshake is both a male and a female courtesy that marks greetings, departures, and congratulations. Some suggest that we picked up this handshaking ritual from chimpanzees. When a lower-ranking chimp wants to pass by a higher one, he holds out his hand, hoping the dominant ape will give it a reassuring squeeze. Without it, he's wise to watch his back, as is a man whose proffered

hand has been refused (Segell 1997). Many high school seniors experience their first real handshake as they receive their diplomas at graduation. Certainly the traditional handshakes after sports games have degenerated into flapping and touching fingers. We need to find occasion to shake young people's hands—giving them practice at something that will be used to measure them professionally in the world of work.

Some time ago, I watched a PBS program about the American Civil War. The surrender of Lee to Grant was depicted by paintings of a dignified and somber General Robert E. Lee from the South, and General Ulysses S. Grant of the North looking as if he were experiencing a glorious moment. They were shaking hands, but Grant's hand was on the top. Lee's hand was palm up. To the advocate of body language, that handshake said it all.

The Hawaiian hula is non-verbal story telling. Hand movements are filled with hidden meanings of history, genealogies, poems, and legends. At one time banned by the missionaries, the hula simply went underground (Hoffman 1993). To me, the hula represents one of the earlier known versions of body language that is still very alive today.

As I already noted, an early reason for analyzing body language was the need to decipher deception. It's important, in the professional world and in your personal world, to know when *anyone* is lying to you. Because the deceiver is uneasy, tense, uncomfortable, embarrassed, uncertain, or threatened, certain flags of deception begin to fly.

I watched a soundless video of nursing students that was shot from the neck down. Some of the nurses had been told to lie, even though their voices weren't recorded by the camera. The liars were identified two thirds of the time—far more than could be explained by chance. Mark de Turck, professor of communication at State University of New York at Buffalo, says, "People are often uncomfortable lying. If they are, the tension they feel may be released through unconscious tics like fiddling with glasses, arm scratching, or tugging on an earlobe—any of which may signal a lie. Liars also often do the hand shrug in that they turn their palms toward the ceiling and lift them slightly. This movement releases tension and reflects the helplessness they feel when struggling to conceal the truth" (Perron 1998).

A major shortcoming of the telephone or teleconferencing, which has been touted as cost-effective and time-saving communication,

is that it bypasses body language. Media conferencing overcomes this lack. The role of body language is the reason professionals fly all across the country to discuss important deals in person.

Neuro-linguistic programming is one of the most promising and innovative communication techniques. Its goal is to help people read others more accurately. Neuro-linguistic psychology has determined that eye movement relates to a person's thinking. Because eye movement is involuntary, it makes it difficult to hide feelings. Meanings are assigned to eyes cast downward, or cast upward, looking to the left or to the right. Avoidance of eye contact indicates distrust, doubt, and fear of involvement. Studies have been made on building trust through unobtrusively mirroring the body language of the other.

Body language comes into play through listening. One listens with the whole body: posture of involvement, appropriate body motion, appropriate distance and eye contact. Years ago I was in conversation with former Secretary of State Henry Kissinger. His listening body language was so intense that it seemed that it really mattered to him what I was saying. I don't remember the topic of our conversation, but I remember the man. It is an impressive experience to talk to a person who is directly and totally there for you.

Many of our clients are asked to make interviewing presentations to a group of people. There are specific body language rules to making presentations. Many people do not feel confident about speaking in front of groups. In seven seconds, you will have made your first impression. Your entrance or your opening broadcasts nonverbal signals that determine how others see you. You become the message. Your facial expressions, your gestures, and your stance help others size up your motives and attitudes.

Your body language during a presentation includes making your eyes sparkle and look alive. It is important to avoid sharp moves, and to maintain good posture, which shows you are in control and have good self-esteem. Use a power gaze and point appropriately. Pointing can communicate strength and command attention when done correctly. When women point, it usually doesn't play well. It looks accusatory. On the other hand, women tend to "hand dance" when wanting to emphasize. They may feel they're just being expressive, but they're really leaking emotion—a distraction from overall impact (Anderson 1998). For women, it is better to point with the index and middle fingers together. But men and women should refrain from pointing too frequently. Likely, President Bill

Clinton will think twice before ever pointing again. His infamous words, "I never had sexual relations with that woman—Ms. Lewinsky," repeated endlessly over television newscasts, accompanied with his pointing finger, will haunt him forever.

In a high stress situation, it is often good to briefly make use of a power stance, a power move popularized by the British royal family and the trademark of Prince Philip. It involves putting your hands behind your back, one palm gripping the other hand. This should help you to feel relaxed, confident, and even authoritative, and certainly not flustered.

Our body language is indigenous—culture specific. It is understood only in that one culture. Foreign films lose something when gestures don't match captions. If you learn a foreign language, and speak it without an accent, a native will still know you are a foreigner unless you know the correct body language. We all need to think globally. As more companies conduct business internationally, opportunities for cultural blunders are increasingly abundant. Gestures can be troublesome internationally. Some of Europe's hand signals are 2,000 years old. *Any* innocent hand motion probably means obscenity somewhere.

Several years ago, while riding in an open car in Australia, President George Bush flashed the two-finger V for victory sign. Regrettably, his action was the Australian equivalent of "the bird" (Shriberg and Lloyd 1996). Even keeping your hands in your pockets is considered rude in many countries including Belgium, Finland, Indonesia, Japan, and Sweden. Years ago when captured American sailors in North Korea were forced to confess, and a picture of the group was released to show that the men were physically in good shape and had not been tortured. All of the men used the same expressive hand language, not picked up by the Koreans, which invalidated their supposed confession.

New research shows that gestures often help speakers remember words. Begley speaks about two men walking down a street one cold winter's day. One man babbles incessantly, while his companion, frigid hands stuffed in his pockets, merely nods here and there. Finally the talker asks, "Shmuel, why aren't you saying anything?" To which the friend replies, "I forgot my gloves" (Begley 1998).

In body language there is a difference between closed and open positions: how you stand, sit, and move your body. Umpires typically cross arms in a gesture of defensiveness, communicating that they

will not budge from the position taken and that any argument will be fruitless. Closed and open positions can even refer to whether your suit jacket is buttoned or unbuttoned, or whether you are conversing in a squared-off standing position or standing at an angle while you talk.

Violating personal space makes others feel uncomfortable. There are great cultural differences in the use of space. Arabs, South Americans, and Eastern Europeans like to stand close, whereas Asians, North Americans, and Northern Europeans keep their distance. North Americans like to stand at arm's length. We stand closer to the people we like. An Arab stands close to stare intently into your eyes. We would perceive this as a sexual encounter, but the Arab female would consider a firm handshake a sexual encounter. So perhaps President Clinton has a point when he questions just what is or what is not a sexual encounter.

We have space rules for empty seats at meetings and libraries. We have unwritten rules for using space in an elevator. We all stand facing the elevator door. There is no practical reason for this, but seeing others face the back bothers some people. And where do we look when we ride an elevator? Everyone watches the floor indicator. We avoid eye contact and we usually don't speak.

In closing, it is necessary to keep in mind that we need to read body language in clusters and in context. Body language is often dictated by family and national origins. The Japanese wife walks behind her husband, the European couple never touches in public. The American couple shows affection—even holds hands. Who is to say that only the American loves his wife?

Discover what works for you and stay true to it. The more time spent reading people, the easier it gets. Observing people properly takes time. Quick answers are often wrong. Be patient. Dimitrius tells the story of learning to see sheep. "Her client had been hired by an institute dedicated to preserving an endangered species of bighorn sheep that live in the California mountains. The director took him outside and pointed to the massive rocky hills and said, 'There are a lot of them out today.' Her client saw none. The director then pointed out almost a dozen. His eyesight was no better than her client's, but he had learned to see the sheep. He knew how their shape broke up the subtle patterns of the hills. He could detect the slight difference between their color and that of the rock. He had experience and practice. He had learned to see the sheep" (Dimitrius 1998).

As children, most of us have looked at pictures for the hidden objects. Indeed, we became good at doing so. A recent advertisement for Epson in *Business Week* (November 2, 1998) brought that memory back. A tree was pictured and the ad read: "With other printers you see the tree. With our printers, you see the PEOPLE in the tree." The fine print below stated that there were four dancers hidden in the tree. I found only three. I am no longer in practice at finding those hidden objects. I probably wouldn't have seen the sheep either.

All of this takes practice. Reading body language doesn't happen easily unless you work at it. When you see a suspicious body movement, that is your signal to pay attention and to note if other movements corroborate what you have observed. Knowing body language improves communication, lets you be known as perceptive or intuitive, helps you send clearer messages, constitutes a valuable and powerful communication tool, and finally is fun and fascinating.

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The Role of Hope in Career Counselling

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INTRODUCTION

Good counselling brings hope, encouragement, clarification and active social participation into the life of the other.

———Peavy, 1997: 14

This article examines career counselling through a lens of hope. It reinforces strategies career counsellors already use and makes suggestions for hope-focused strategies during career counselling. Several questions are addressed: (a) What is hope? (b) When might a hope-focused approach be considered? (c) What parallels can be drawn between hope-focused approaches and career counselling approaches? (d) How might hope-focused strategies integrate with career counselling to enhance practice? (e) What do career counsellors need to know about their own hope?

DEFINING HOPE

Theorists have defined hope in several ways. Snyder (1994) and Stotland (1969) view hope as goal oriented whereas others propose hope as a multidimensional construct (Farran, Herth, and Popovich 1995; Nekolaichuk, Jevne, and Maguire 1996). Hope is a very complex concept and hoping a very dynamic process. For the purposes of this article, the work of Dufault and Martocchio (1985) is most applicable. They describe hope as a "multidimensional life force characterized by a confident yet uncertain expectation of achieving a future good which, to the hoping person, is realistically possible and personally significant" (p. 380). The following statements about hope add depth to our understanding of the characteristics and contexts of hope:

- The experience of hope runs through all dimensions of life.
- Hope is most commonly found in a context or life situation that has an element of captivity, or, minimally, uncertainty.
- Hope is experienced in relationship to someone or something. We draw hope from a variety of sources.
- Hope is always set in the context of time. It draws on the past, is experienced in the present, and is aimed at the future.
- Hope is as likely to be experienced in the symbolic, unconscious realm as in the cognitive, rational realm.

- Hope is a crucial antidote to fear (Jevne 1991: 49–51).

Hope has also been explained by what it is not. Although related, hope is not wishing or optimism. "Wishing can be defined as desiring or longing for something" (Farran, Herth, and Popovich 1995: 11). Optimism looks to the probability of an outcome and says things will turn out. Hope leaves room for doubt and negative feelings. Hope says, "I'll be all right no matter how things turn out." Hope can be tangible and intangible, but most important, hope is unique to the individual. Given that our life experiences are integrally woven into our sense of hope, no standard protocol is useful.

CHOOSING A HOPE-FOCUSED APPROACH

Any successful counselling strategy, by definition, leads to hope. Career counsellors strive for the following outcomes with clients: they are capable of self-management, they have a view of a preferred future, and they have some methods to move towards that preferred future. In reaching these outcomes, career counsellors offer their attention and caring, as well as knowledge of resources and strategies. Often this is enough to get a client moving towards a preferred future. When the client does not appear to be moving forward or when the opportunity presents itself, the counsellor may want to try hope-focused interventions. Hope-focused interventions focus specifically on hope.

There are some challenges to consider. A client may come to career counselling with specific expectations. How will you assess the client's level of hope? If he is very hopeful, then hope-focused work is not called for. If there is a little hope, despite the caring and competency of the counsellor, little change or initiative is likely to occur. How then do career counsellors make that determination? A simple question will often be sufficient. How hopeful are you that there is really work out there for you? If the reply indicates discouragement, a few follow-up questions will uncover the strength of the barriers to hope. What is the greatest threat to your hope? Knowing that your hope is a bit low these days, what could happen in our session that could influence your hope? Besides asking these questions, inform the client that because his hope has taken a beating lately, you are going to be mindful of that as you work together. The few extra minutes you use doing this will be returned to you manyfold. In discussing hope, personal issues beyond the scope of career counselling may arise. The career counsellor needs to have a clear sense of boundaries and be prepared to refer if necessary.

The client is also doing an assessment. Is this someone who really cares about my future? Is she the kind of person who seems hopeful, or am I just one more helpless person in the lineup? People who are down on their hope have an instinctual sense of the hope of others. Faking hope does not work.

PARALLELS BETWEEN HOPE-FOCUSED APPROACHES AND CAREER COUNSELLING APPROACHES

When examining hope-focused approaches and career counselling approaches, similarities become apparent in aspects of rapport building, the use of narratives, the holistic approaches, and acceptance of uncertainty. When building rapport with clients, both career counselling and hope-focused literature stress the importance of being person-centred. The counsellor is no longer the expert but more a guide or partner (Jevne 1991; Lent 1996).

Hope is often explored through narratives. When asking others about their hope, they usually respond with a story. Hope happens in the context of a story, and many hope-focused activities happen in conjunction with a story (Edey, Jevne, and Westra 1998). Hope-focused activities emerge naturally from the narrative. Many career counselling approaches advocate the effective use of story to develop or explore ideas. Career becomes a story with various chapters (Cochran 1997; Emmett and Harkins 1997; Savickas 1997). It can be useful to hear clients' work search stories that boosted or crushed their hope. The explorations of a story is often as important as the insight gained from the story.

In both, the processes through which the counsellor guides the client are holistic. In career counselling, the client is encouraged to look at career-management as life management. Activities commonly undertaken in career counselling include visioning, assembling assets (values, beliefs, interests, personal characteristics, volunteer and paid activities, skills, knowledge, building relationships, and material assets), learning strategies, and strategies for managing change. In hope-focused activities, hope can be looked at from a variety of perspectives. Jevne and Nekolaichuk (1998) talk about the seven Cs of hope from which activities could develop. The seven avenues through which hope could be explored are coping, committing, celebrating, caring, communicating, creating, and community.

1. Coping, practical and realistic in nature, keeps everything going.

Hoping is the energy source that helps the coping to continue (Edey 1998: 5).

2. When exploring hope with clients, the hope-focused counsellor looks at the way clients care for themselves and others. Clients are encouraged to make a self-care list, describe an experience of caring they had, or perhaps do a random act of kindness.

3. A hope-focused counsellor is aware of the relationship between communication and hope. Some language diminishes hope, while some language helps hope to grow. When talking with and listening to the client, what language is used? Non-judgmental listening is a vital part of hope-focused counselling. Studies completed by the Hope Foundation of Alberta indicate that the act of listening, just listening, can be a strong hope-enhancing activity in itself. Given the intangible, symbolic nature of hope, the hope-focused counsellor listens for clues that support the client's hope—a metaphor, a strength, or perhaps a piece of music.

4. A hope-focused counsellor invites the client to explore hope creatively. Painting a picture, making a hope collage, or making a collection of hopeful music may reawaken dreams and energy trapped in discouragement. The client is coached to understand that the first or at least concurrent task is to refresh hope.

5. Hope is experienced in community. A hope-focused counsellor encourages clients to get involved with activities in the community. Aloneness is a breeding ground for hopelessness.

6. A hope-focused counsellor encourages clients to be intentional about hope. "Imagine what our days might be like if we got up in the morning, brushed our teeth, and brushed our hope!" (Edey 1998: p. 5). How can counsellors encourage clients to brush their hope? The question, "What does a hopeful person do?" is a good discussion starter.

7. The hope-focused counsellor encourages clients to celebrate hope. Celebrate those things for which they are grateful, imagine a hopeful journey, or create a hope ritual. By so doing, the client's focus moves to what is, versus what is not.

Career counselling strategies as well as hope-focused strategies accept the presence of uncertainty in life and appreciate its positive aspects. Gelatt (1991) expresses positive uncertainty within one's

career through four paradoxical principles: (1) be focused and flexible about what you want; (2) be aware and wary about what you know; (3) be objective and optimistic about what you believe; and (4) be practical and magical about what you do. Uncertainty opens up possibility, and possibility nurtures hope. When a negative outcome to a situation has been assured, creating uncertainty can be positive. Jevne (1998) says ,"Hope is not solely about creating safety in uncertainty, rather, it is about creating uncertainty when you think you are sure." The uncertainty about career direction or outcomes demonstrated by many clients can be reframed as an opportunity to explore possibilities. Hope-focused strategies help address the fear that sometimes accompanies uncertainty.

INTEGRATING HOPE-FOCUSED STRATEGIES WITH CAREER-COUNSELLING STRATEGIES

Integrating hope-focused strategies into career counselling is more about developing an awareness of the role of hope in our work, than a planned approach. This discussion will be framed within the context of three case studies.[1]

Marie

Marie, age forty-six, has just been laid off from her job of thirteen years. Her lay-off was very abrupt and she was shocked at the lack of sensitivity with which it was done. She questions, "Why me?" The impending downsizing had been the source of stress for many employees, but she thought she was coping well—at least at work. Recently divorced and facing a newly-diagnosed chronic illness, Marie faces significant challenges in her personal life.

Marie has undergone a series of major changes. Along with exploring Marie's coping strategies, a career counsellor may inquire about her hope. One or more of the following questions might be appropriate:

- On a scale of 1 to 10, how would you rate your hope right now?
- What's the smallest thing that could happen in your life that would increase your hope?
- Tell me about a time in your past when you felt really hopeful.
- What do you do to nurture your hope? (Examples: music, cooking, etc.)

With many aspects of Marie's life being redefined, how does she see herself? Marie may question her skills and abilities. The career counsellor would work with Marie to chart personal assets, including a vision for the future; skills, knowledge, and attitudes; personal characteristics; past experiences; relationships, and material assets. One way of determining assets is to analyze success or experiences of pride (Cochran 1997: 75; *Radical Change* 1996: 38). Looking at assets in this way is usually hopeful in itself, but analyzing a hopeful experience could add to the richness of information. Looking at assets with a hope lens will add value to career counselling.

Another way of looking at assets with a hope lens is for the client to assemble a *hope kit* or a collection of hopeful items. Jevne and Nekolaichuck (1998) describe this kit:

At least four qualities of hope can help us build our kit. First, hope is symbolic; that is, it is triggered by many things that are in the creative. Metaphors, rituals, symbols, stories, humour, and images are but a few. Second, hope is grounded in our histories. By remembering our competencies and affirming our confidence, we sustain our hope. Third, hope is something we experience; it is embodied. We can be reminded of our hope through sight, sound, touch, smell, and taste. Fourth, hope is unique to you and to your life story. No one will have an identical hope kit (p. 55).

David

At eighteen David is having difficulty finding a job. He has always found school quite difficult so is not interested in returning to school. The economy in his community is good. He says, "If I can't get a job in this economy, then things are really hopeless." He is having difficulty visualizing a positive future. He feels pressured to make decisions about his occupational choice but hasn't had much opportunity to gain experience.

The career counsellor can help David understand that one's career is a journey. David can make a number of small decisions, and every life experience adds to his career path as well as his learning. One career counselling technique for examining a person's journey is constructing a lifeline. Adding a hope-focused perspective, David might benefit from completing a hope-focused lifeline. Recalling those times when he felt particularly hopeful could support David in moving forward. David could also be supported in developing an active awareness for things he finds hopeful. Perhaps he could set some short-term goals to participate in activities that enhance his

hope. As he discovers hope happens every day and sometimes in the smallest ways, he will take those important steps.

Mark

Mark is physically disabled. He wants to work, but is unsure which direction to turn. He's worked on some government-funded projects, but currently receives social assistance. He has a sense that employers prejudge him, thinking that he won't be able to keep up, he will need more time off because of illness, or workplace adaptations will be very expensive. He has felt dictated to by doctors who determine his range of abilities and parameters for success. Mark feels unsure of his own abilities and is afraid to risk for fear of losing current financial support.

Any of the career counselling or hope-focused activities suggested for Marie or David would be appropriate for Mark as well. Developing a strong and diverse support system would be a particularly significant part of career counselling when working with Mark. As Mark is identifying his support systems, the hope-focused addition would be to ask Mark who are the hopeful people in his life or if there was anyone who increased his sense of hopefulness. If an example was not readily available, the question changes. It becomes what would a hopeful person look like? What aspects of that person do you see in yourself?

THE ROLE OF HOPE FOR THE COUNSELLOR

What does a hopeful person look like to you? What aspects of that person do you see in yourself? What are you doing to become more intentional about your hope? Take time to think about how you would answer these questions for yourself. The counsellor's own sense of hope is as important as the hope of the client. Hope has a role in making manageable the diverse and uncertain nature of career. "Hope is not about everything turning out all right. It is about life being all right, no matter how things turn out" (Jevne and Reilly-Williams 1998: 164).

ENDNOTE

1. The hope-focused examples used throughout this section have been taken from or adapted from R.F. Jevne and C. Nekolaichuk. *Hope and the Helping Relationship*. Edmonton, AB: Hope Foundation of Alberta, 1998.

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Transition to a Career in the Arts: Lessons for Everyone

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TRANSITION TO A CAREER IN THE ARTS: LESSONS FOR EVERYONE

Achieving fulfillment and success in the arts, whether in the visual, literary, or performing arts, is not easy; nor is dealing with the blocks, detours, and decision-points along the way. The open-ended and typically solitary nature of career development in the arts, and the frequent absence of clear and common milestones, makes the experiences of those who have successfully made a transition to this field particularly instructive for anyone experiencing career transition. This article summarizes the writer's observations accumulated over a number of years working with individuals making a transition into a career in the arts. In the interest of brevity, these observations are presented as sixteen interrelated points that readers may find helpful either in making this transition themselves, in helping others to make it, or more generally, in assisting with career transition.

1. **Connect or reconnect with what you love**
   Work in the arts is unique in many respects; but perhaps its most important feature is that it is both intensely personal and deeply emotional at the same time. This potent combination provides a wellspring of passion and energy that can help weather many of the hardships of transition. Sadly, connecting or reconnecting with what we love is harder than it sounds. Why clients resist making the connection is a question that is beyond the scope of this paper, but connecting or reconnecting with one's passion is the first and most important step in making a successful transition into an arts career.

2. **Reframe the fundamental purpose of the transition**
   Career transition into the arts is not a question of "making it" versus "not making it"—it is a question of where a client wants to go with his or her life. The notion of making it and not making it in the arts is a false dichotomy; it is much healthier to develop a long-term perspective—in fact, a lifelong perspective—on art-making, and where it fits into life's priorities.

3. **The past is not a waste**
   People make a transition into the arts from many different walks of life. Perhaps not surprisingly, many clients firmly believe their prior career experience enriches their art-making. It is interesting to note that the enrichment that clients report from prior career experience does not necessarily manifest itself in any concrete or practical way (e.g., in the form of positive transfer of skills), although it certainly can. In those cases where

prior experience is relatively unconnected to the arts, clients still often express an appreciation for the fact that coming to their present decision was somehow predicated on this experience, as opposed to being a reaction against it.

4. **Revalue what you want to do—resist trying to align the market value of art-making with its intrinsic or personal value**
It is important for clients to understand that the market value of art is systemically driven, and that it is, therefore, wise to disconnect the financial value placed on art-making (which is typically modest) from its intrinsic or personal value. In a culture that equates money with success, this is not easy to do. However, the task is made somewhat easier when clients face fewer financial pressures to begin with. Therefore, it is helpful for clients to consider some downsizing in lifestyle, aiming for simplicity and lower consumption (which incidentally has the added benefit of aiding focus and helping keep priorities in perspective). Furthermore, it is helpful for clients to begin to think of money as a tool rather than as a reward, and to see financial support as a means of investing in themselves and their career.

5. **Balance thinking and doing**
Transition clearly requires reflection, but refection also needs action. If left unchecked, especially anxious clients can readily slip into a state of "paralysis by analysis." Fortunately, anxious clients tend to respond well to prescriptive, task-oriented "homework" assignments that guide their reality-testing and exploration in a structured, reassuring, yet results-focused way.

6. **Talent does not take the place of work**
Talent is not as rare as one might think, and in the arts is viewed as a given. What is much less prevalent, however, is the capacity to work hard enough and long enough to bring a creative idea to fruition. The fact is that no one has enough talent to make up for not working, and that considerable time and effort often must be directed to meeting the need to maintain technical facility, master new techniques in response to emerging creative challenges, and constantly experiment.

7. **Be prepared to drop everything and run with an idea**
One of the most important abilities of any artist in any field is to recognize the gift of a truly good idea and to run with it. Although all creative work begins with a single idea, no creative work ends with that, which is why it is much harder to finish a creative work than it is to start one. Artists must be able to stick

with an idea—continue working on it, investing time, energy, and often money into it—for as long as it takes to be clear whether the idea is worth sticking to. That is a very difficult judgment call for anyone, regardless of how long she or he has been involved in the arts; and it is an especially difficult decision for emergent artists who are understandably nervous about hitching their budding reputation to a project that turns out, after months of work, to be a failure.

8. **Have faith in your intuition**
Many creative people report confidence in their intuition about others, but also report that their intuition about the merits of their own creative ideas is less well developed. Having faith in one's intuition is important in the arts because usually the only indicator of the value of a new idea is intuitive—typically there are no concrete indicators to rely on. A lack of faith in one's intuition makes one vulnerable to self-doubt and second guessing, and succumbing to the temptation to prematurely present work (i.e., present work that needs more development before it can be fairly evaluated). Furthermore, without faith in one's intuition, it is difficult to persevere, and without perseverance one is robbed of precious moments of satisfaction, completion, and exhilaration, and the feeling that one is really moving ahead on something truly important. Experiences such as these affirm one's intuition, and help emerging artists stay engaged and committed to their creative vision.

9. **Learn to work with feedback**
As important as intuition is, no one cannot develop fully in the arts without external evaluation. Unfortunately, evaluation and criticism in the arts can be more subjective than objective. It is therefore tempting to dismiss evaluation altogether, or try to avoid it, or respond to it with (paralyzing) perfectionism. The key to getting the most out of feedback is to go into every evaluation situation with one's eyes open, and to refuse to take feedback—positive or negative—simply at face value. It is critical to appreciate who is giving feedback and why, and to focus on what is being said, and less on how it is being said.

10. **Free yourself of the tyranny of uninformed opinion**
The commonly felt desire for encouragement leaves emerging artists exceptionally vulnerable to unfair feedback. One can only speculate on the number of careers in the arts that have been prematurely truncated as a result of feedback that was plain and simply wrong, but that was nevertheless taken to

heart. Uninformed opinion—especially about the arts—is everywhere, so it is critical for clients making a transition into an arts career to seek out informed opinion (and ideally, a variety of informed opinion) about their work.

11. **Develop self-evaluation skills**
As important as external evaluation is, it is also important to develop one's own clear set of evaluative criteria by which to judge one's work continually. Evaluation based entirely on an artist's own internal criteria, or based entirely on external criteria, will be less comprehensive than it should be, so another key task for emerging artists is to learn how to integrate internal and external evaluation to make the most of both.

12. **Being fearful is not a sign of weakness**
Fear is a normal response to being out on a limb, taking risks, or finally showing the product of a prolonged period of work. It is, therefore, wrong for clients to conclude that because they are afraid, they "haven't got the guts" to make it in the arts. Feeling afraid is not a sign of weakness; to quote Mark Twain, "Courage is not the absence of fear, it is the mastery of it." Fear is a part of the creative process; and while, in time, it subsides, it never totally goes away. The worst thing one can do is run from fear, because this precludes one of the most important maturing experiences in an arts career, namely, learning not only to withstand fear, but how to use it to give one's work an edge.

13. **Carefully scan the opportunity structure**
Art-making does not occur in a vacuum. It is therefore important for clients to take stock of the opportunities around them. These include, but are not restricted to, the extent of the market and number of available venues, training and development opportunities (both formal and informal), what is being produced in the client's field of interest, and the extent of competition in the client's field of interest.

14. **Network...but don't confuse networking with socializing**
The line between networking and socializing is easily blurred. If clients report meeting the same people and talking about the same issues over and over again, they are not networking, they are socializing. Networking is important to everyone, but it is critical to clients in transition, who by virtue of their newness to the field, need to continually broaden their network of contacts.

15. **Be prepared to cast a very wide net**
It is important to understand that, compared to other markets, the art market is relatively small, and for many individuals seeking a career in the arts, the market can seem depressingly small. However, it is critical to think beyond familiar boundaries (e.g., one's home town), and to be prepared to cast a much wider net. From a marketing perspective, art is like any other service—at any given moment most people don't want or need it—but a certain percentage always do. If an artist can make his or her work known widely enough—and sustain that market presence—then even that small percentage of appreciative patrons will provide support for years to come.

16. **Celebrate small victories**
Artists tend to be compassionate, but they are not always particularly compassionate toward themselves. Even while enjoying the successes that come with the unfolding of a new career, there is sometimes a tendency to be overly harsh on oneself by noting the shortcomings of one's work or its progression. While this tendency has some merits in that it is the antithesis of smug self-congratulation, for emergent artists it is important to savour small victories and to be mindful that the joy of making a transition into a career that they love rests not with how quickly or impressively it is being done, but that it is being done at all.

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